R E P O R T R E S U M E S

ED 017 556 UD 004 372

TITLE I EVALUATION FOR THE STATE OF ARIZONA, FISCAL YEAR 1966.

ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$3.48 85P.

DESCRIPTORS- *PROGRAM EVALUATION, *FEDERAL PROGRAMS, *DISADVANTAGED YOUTH, *COMPENSATORY EDUCATION PROGRAMS, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, INTERAGENCY COORDINATION, ACTION PROGRAMS (COMMUNITY), PROGRAM BUDGETING, SCHOOL DISTRICTS, PRIVATE SCHOOLS, MEASUREMENT INSTRUMENTS, STATISTICAL DATA, ANNUAL REPORTS, QUESTIONNAIRES, ESEA TITLE 1, ARIZONA

THE FIRST SECTION OF THIS REPORT DESCRIBES HOW TITLE I ACTIVITIES WERE INITIATED IN ARIZONA AND THE VICISSITUDES OF COORDINATING THEM WITH OTHER PROJECTS FUNDED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT AND OTHER FEDERAL ACTS. MAJOR ADMINISTRATIVE PROBLEMS INCLUDED (1) UNDERSTAFFING WHICH HINDERED THE STATE IN PROCESSING PROPOSALS, (2) CONFUSION ABOUT THE INTENT OF THE LAW AND THE NECESSARY ADMINISTRATIVE PROCEDURES, AND (3) ACUTE PERSONNEL SHORTAGES IN THE LOCAL DISTRICTS. EVALUATION PROCEDURES AS REQUIRED BY THE TITLE WERE HANDICAPPED BY LACK OF GUIDELINES AND INSTRUMENTS. THE MOST COMMON LOCAL MISCONCEPTIONS WERE ABOUT THE USE OF ALLOCATED FUNDS AND ABOUT THE WAYS TO DEVELOP FUNCTIONALLY REALISTIC PROGRAMS. THE GREATEST FRICTION AND DISCONTENT OCCURRED BECAUSE OF A LACK OF COMMUNITY ACTION PROGRAM-SCHOOL DISTRICT COOPERATION AND COORDINATION. EDUCATORS FELT THAT COMMUNITY AGENCIES USURPED PROFESSIONAL JURISDICTIONS AND DECISIONS. THE NEED FOR EARLIER CONGRESSIONAL FUNDING WAS THE MAJOR SUGGESTION FROM LOCAL SCHOOL DISTRICTS. THE SECOND SECTION OF THIS REPORT CONSISTS OF A COMPREHENSIVE ANALYSIS OF STATISTICAL INFORMATION ABOUT THE PROJECTS' ACTIVITIES. INTERLEAVED THROUGHOUT THE REPORT ARE NUMEROUS SHEETS OF QUESTIONNAIRES AND RATING SCALES SENT TO THE LOCAL SCHOOL DISTRICTS. (NH)

DOCUMENT FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

S DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
SON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
TED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
STION OR POLICY.

04372

TITLE I EVALUATION FOR THE STATE OF ARIZONA
Fiscal Year 1966

ED017556

Throughout this evaluation the figures used in the data represent the number of schools making judgements concerning the evaluation of their individual projects.

PART I:

1. Operation and Services

During the summer and early Fall of 1965 several county-wide meetings were held to brief school districts on the proposed ESEA Legislation. Participation was very good which led to a rather smooth beginning when the administrative and fiscal procedures were worked out. A more exact picture of what took place during that time can not be given as none of the present Title I Staff was then employed by the State Department of Public Instruction.

After the Elementary and Secondary Education Act was passed, the office was called on repeatedly to explain the purposes of Title I to school districts and lay groups. Several presentations were also made to reluctant Boards of Trustees or Boards of Education which, in every case, resulted in the acceptance of Title I funds when its purposes and procedures were made clear.

Under Title V of ESEA, consultants for Mathematics, Foreign Languages, Guidance and Industrial Arts were employed by the State Department of Public Instruction and their services as needed were made available to the school districts desiring to participate in Title I Funds. The State Director of Library Services, who also directs Title II of ESEA, was of great help in planning projects involving library facilities, books, and material centers. A great deal of assistance was also provided by the

UD 004 372

COUNTY	PRE-SCHOOL	COORDINATORS (FULL TIME)	REMEDIAL READING	REMEDIAL OTHER	SPECIAL EDUCATION	COUNSELORS	LIBRARIANS	LIBRARY AIDES
APACHE	8		16	10	18	2	2	3
COCHISE	5	1	14	5		3	4	7
COCONINO			12			6	5	
GILA		1	8	3				1
GRAHAM	3		4	1		1	5	
GREENLEE			4					
MARICOPA	25		147⅓	21	30	29⅓	18	17
MOHAVE								1
NAVAJO			10		3	1	1	
PIMA			16	23	19	12	7	26
PINAL	6		15	6	3		4	5
SANTA CRUZ					4			1
YAVAPAI	2		5		2		3	
YUMA	15	1	2	2	1		1	1
TOTAL	64	- 3	253½	71	80	54½	50	62

TEACHER AIDES	SOCIAL WORKER	PHYSICAL EDUCATION	SECRETARIAL	ATTENDANCE & NURSES	OTHER
58		7		5	45
16	1		2	3	38
40			2		6
13			1	2	11
3			1	2	9
6					
344½	17½	5	49	62½	286
2					2
22		1	2	3	28
43			25	4	129
83	2	3	10		66
3					
4			12		
10			3	1	40
647½	20½	16	107	82½	675

State Director of NDEA, Title III in the planning and approval of projects which involved the planning of Audio-Visual Centers and their equipping. Our Indian Education Division was often consulted by us and the local school districts regarding projects involving Indian Children.

Our Title I office provided consultant help for all districts desiring to apply for Title I funds. For the months of November and December of 1965 and January and February of 1966, the Title I Staff had little time for anything but providing help to districts in making application. At this time the professional staff consisted of the director and two Title I Consultants, all of whom shared the responsibility for Title III of ESEA as well.

In April 1966, the full responsibility for Titles I and III of ESEA fell on two people. During Fiscal Year 1966, 275 Title I projects and over 200 amendments to these projects were approved, amounting to a total of $9,224,577.90. Obviously it was impossible for the two of us to visit many Title I projects. The outlook for Fiscal Year 1967 is greatly improved as two additional Title I Consultants have been put on the staff and adequate travel funds are available. In the future, we intend to visit most Title I projects in order to be of more assistance to the districts.

GROUP A -- 45 PROJECTS

Indicate the areas in which help, services or resources were NEEDED from the SEA for Title I projects by placing a check mark (/) in the appropriate square. The following code is used: 1=none, 2=little, 3=some, 4=considerable.

1	2	3	4		
2	0	5	10	a.	Project development and design and/or guidelines.
4	5	8	0	b.	Operational techniques and/or operational guidelines.
2	6	4	5	c.	Evaluation and/or evaluation guidelines.
0	0	5	12	d.	Approval of projects.
0	2	9	6	e.	Financial procedures.
3	1	9	2	f.	Administrative procedures.
1	0	1	0	g.	Other (Specify)_____

Indicate the amount of HELP received from the SEA in the following areas by checking (/) the appropriate square.

Please use the rating scale in item #4.

1	2	3	4		
2	0	5	10	a.	Project development and design and/or guidelines.
4	3	10	0	b.	Operational techniques and/or operational guidelines.
2	2	10	3	c.	Evaluation and/or evaluation guidelines.
0	0	3	14	d.	Approval of projects.
0	0	12	5	e.	Financial procedures.
3	1	10	2	f.	Administrative procedures.
1	0	0	0	g.	Other (Specify)_____

GROUP B -- 3 PROJECTS

Indicate the areas in which help, services or resources were NEEDED from the SEA for Title I projects by placing a check mark (/) in the appropriate square. The following code is used: 1=none, 2=little, 3=some, 4=considerable.

1	2	3	4		
		2		a.	Project development and design and/or guidelines.
	2			b.	Operational techniques and/or operational guidelines.
	2			c.	Evaluation and/or evaluation guidelines.
			2	d.	Approval of projects.
		2		e.	Financial procedures.
	2			f.	Administrative procedures.
				g.	Other (Specify)_____

_____

_____

_____

Indicate the amount of HELP received from the SEA in the following areas by checking (/) the appropriate square.

Please use the rating scale in item #4.

1	2	3	4		
		2		a.	Project development and design and/or guidelines.
	2			b.	Operational techniques and/or operational guidelines.
	2			c.	Evaluation and/or evaluation guidelines.
			2	d.	Approval of projects.
		2		e.	Financial procedures.
	2			f.	Administrative procedures.
				g.	Other (Specify)_____

_____

_____

_____

GROUP C -- 23 PROJECTS

Indicate the areas in which help, services or resources were NEEDED from the SEA for Title I projects by placing a check mark (/) in the appropriate square. The following code is used: 1=none, 2=little, 3=some, 4=considerable.

1	2	3	4	
	2	5	4	a. Project development and design and/or guidelines.
1	6	2		b. Operational techniques and/or operational guidelines.
3	2	1	3	c. Evaluation and/or evaluation guidelines.
	1	3	7	d. Approval of projects.
	1	5	4	e. Financial procedures.
2	1	6	2	f. Administrative procedures.
2				g. Other (Specify)_____

Indicate the amount of HELP received from the SEA in the following areas by checking (/) the appropriate square.

Please use the rating scale in item #4.

1	2	3	4	
	2	4	4	a. Project development and design and/or guidelines.
1	4	4	2	b. Operational techniques and/or operational guidelines.
3	2	3	3	c. Evaluation and/or evaluation guidelines.
	2	1	9	d. Approval of projects.
	1	3	5	e. Financial procedures.
2	1	4	2	f. Administrative procedures.
1				g. Other (Specify)_____

GROUP D -- 70 PROJECTS

Indicate the areas in which help, services or resources were NEEDED from the SEA for Title I projects by placing a check mark (/) in the appropriate square. The following code is used: 1=none, 2=little, 3=some, 4=considerable.

1	2	3	4	
1	2	19	18	a. Project development and design and/or guidelines.
5	2	18	13	b. Operational techniques and/or operational guidelines.
5	8	15	9	c. Evaluation and/or evaluation guidelines.
--	1	6	37	d. Approval of projects.
1	2	9	29	e. Financial procedures.
2	3	18	12	f. Administrative procedures.
5	--	2	2	g. Other (Specify)_____

Indicate the amount of HELP received from the SEA in the following areas by checking (/) the appropriate square.

Please use the rating scale in item #4.

1	2	3	4	
3	2	13	23	a. Project development and design and/or guidelines.
7	4	15	13	b. Operational techniques and/or operational guidelines.
7	9	14	5	c. Evaluation and/or evaluation guidelines.
1	1	4	37	d. Approval of projects.
1	2	7	33	e. Financial procedures.
2	6	17	12	f. Administrative procedures.
4	--	1	3	g. Other (Specify)_____

GROUP E -- 94 PROJECTS

Indicate the areas in which help, services or resources were NEEDED from the SEA for Title I projects by placing a check mark (/) in the appropriate square. The following code is used: 1=none, 2=little, 3=some, 4=considerable.

1	2	3	4	
5	14	28	14	a. Project development and design and/or guidelines.
17	16	19	9	b. Operational techniques and/or operational guidelines.
16	18	24	3	c. Evaluation and/or evaluation guidelines.
2	5	15	43	d. Approval of projects.
1	7	31	26	e. Financial procedures.
6	23	25	9	f. Administrative procedures.
12	1	--	--	g. Other (Specify)_____

Indicate the amount of HELP received from the SEA in the following areas by checking (/) the appropriate square.

Please use the rating scale in item #4.

1	2	3	4	
7	14	25	17	a. Project development and design and/or guidelines.
16	14	20	11	b. Operational techniques and/or operational guidelines.
16	15	23	6	c. Evaluation and/or evaluation guidelines.
2	6	12	45	d. Approval of projects.
1	6	30	27	e. Financial procedures.
7	19	22	13	f. Administrative procedures.
11	1	--	--	g. Other (Specify)_____

2. DISSEMINATION

GROUP A

Yes	No		
11	4	1.	Did you disseminate any data or information about your Title I projects to other school districts or to the State Department of Public Instruction? Circle the correct answer.
Yes	No	2.	If (1) is yes, please check (/) whether or not the method(s) listed were used to disseminate such data or information.
2	4		a. Pictures
1	4		b. Tapes
5	4		c. Brochures or pamphlets
4	2		d. Letters
3	4		e. News releases
5	3		f. Formal presentations at area meetings
14	1		g. Informal exchange of ideas
2	1		h. Other (Specify)_____

GROUP B

Yes	No		
2		1.	Did you disseminate any data or information about your Title I projects to other school districts or to the State Department of Public Instruction? Circle the correct answer.
Yes	No	2.	If (1) is yes, please check (/) whether or not the method(s) listed were used to disseminate such data or information.
			a. Pictures
			b. Tapes
			c. Brochures or pamphlets
2			d. Letters
2			e. News releases
2			f. Formal presentations at area meetings
2			g. Informal exchange of ideas
			h. Other (Specify)_____

GROUP C

Yes	No		
		1.	Did you disseminate any data or information about your Title I projects to other school districts or to the State Department of Public Instruction? Circle the correct answer.
Yes	No	2.	If (1) is yes, please check (/) whether or not the method(s) listed were used to disseminate such data or information.
8	2		
1	2		a. Pictures
	2		b. Tapes
	2		c. Brochures or pamphlets
6			d. Letters
5	1		e. News releases
1	2		f. Formal presentations at area meetings
8			g. Informal exchange of ideas
	2		h. Other (Specify)_____

GROUP D

Yes	No		
		1.	Did you disseminate any data or information about your Title I projects to other school districts or to the State Department of Public Instruction? Circle the correct answer.
31	12		

Yes	No	2.	If (1) is yes, please check (/) whether or not the method(s) listed were used to disseminate such data or information.
7	7	a.	Pictures
1	11	b.	Tapes
8	6	c.	Brochures or pamphlets
17	3	d.	Letters
14	4	e.	News releases
7	9	f.	Formal presentations at area meetings
25	2	g.	Informal exchange of ideas
9	3	h.	Other (Specify)_____

GROUP E

Yes	No		
		1.	Did you disseminate any data or information about your Title I projects to other school districts or to the State Department of Public Instruction? Circle the correct answer.
45	20		

Yes	No	2.	If (1) is yes, please check (/) whether or not the method(s) listed were used to disseminate such data or information.
6	17	a.	Pictures
1	17	b.	Tapes
7	13	c.	Brochures or pamphlets
24	6	d.	Letters
11	12	e.	News releases
9	12	f.	Formal presentations at area meetings
31	4	g.	Informal exchange of ideas
12	7	h.	Other (Specify)_____

(b) At the present time dissemination of information relating to promising educational practices under Title I has been largely limited to the Title I Newsletter and informal exchanges of ideas. Dr. Robert Hammond, Director of EPIC, described below, has offered to assist this office in planning our evaluation program for Fiscal Year 1967 and in the dissemination of innovative educational practices.

TUCSON, ARIZONA, Amphitheater Elementary District No. 10, and Amphitheater High School District No. 4
Evaluative Programs for Innovative Curriculums
Planning Project, OE No. 66-2227 for $68,316.00
Description: A program for evaluating the individual, instructional, and institutional variables affecting innovative ideas and exemplary programs will be planned and implemented through an evaluation center.

We hope to utilize the services of the Mesa Program and Center for Educational Advancement described below, in disseminating information regarding 1967 Title I projects.

MESA, ARIZONA, Mesa Elementary School District No. 4, and High School District No. 207
Program and Center for Educational Advancement
Operational Project, OE No. 66-1284 for $72,200.00
Description: A center will be operated to provide in-service teacher training in new methods, curricula, and devices; evaluate curriculum and materials; survey and disseminate research literature; and stimulate interest in art and music among relatively isolated schools.

Listed below are sample comments taken from our evaluation form regarding dissemination of information:

"Visitation of a reading class from ASU and visits by representatives from other school districts."

"Involvement of local people by open houses. Distribution of information involving the project."

GROUP A

(d) How many projects employed each of the following evaluation designs?

Number of Projects	Evaluation Design
4	Two group experimental design using the project group and a conveniently available non-project group as the control.
11	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
12	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
7	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
1	One group design using test data on the project group, but no comparison data.
4	Other (specify)

GROUP B

(d) How many projects employed each of the following evaluation designs?

Number of Projects	Evaluation Design
3	Two group experimental design using the project group and a conveniently available non-project group as the control.
	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
3	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
3	One group design using test data on the project group, but no comparison data.
3	Other (specify)

GROUP C

(d) How many projects employed each of the following evaluation designs?

Number of Projects	Evaluation Design
1	Two group experimental design using the project group and a conveniently available non-project group as the control.
2	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
2	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
2	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
1	One group design using test data on the project group, but no comparison data.
6	Other (specify)

GROUP D

(d) How many projects employed each of the following evaluation designs?

Number of Projects	Evaluation Design
2	Two group experimental design using the project group and a conveniently available non-project group as the control.
13	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
13	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
12	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
15	One group design using test data on the project group, but no comparison data.
3	Other (specify)

GROUP E

(d) How many projects employed each of the following evaluation designs?

Number of Projects	Evaluation Design
8	Two group experimental design using the project group and a conveniently available non-project group as the control.
36	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
18	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
24	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
22	One group design using test data on the project group, but no comparison data.
4	Other (specify)

4. MAJOR PROBLEM AREAS

(a) 1. Reviewing Proposals

It was necessary for the State Department to hire personnel to process proposals because it was understaffed in this area. The intent of the law was not clearly understood by the LEA's and two types of project appeared many times which were initially rejected by this office. Those involving general aid to the school district and those involving excessive amounts budgeted for equipment.

Many school districts did not consider CAP groups qualified to render judgements concerning educational programs and therefore, the LEA's objected to obtaining CAP approval of their Title I programs.

2. Operation and Service

There was confusion concerning the intent of the law which might have been tempered had the SEA planned ahead of time for this unforseen confusion and placed personnel into the field to counsel with the LEA's. However, the understaffed SEA did not have the necessary number of personnel for this type of operation. Fiscal procedures not in keeping with present Arizona practice had to be worked out by the Finance Division in order to meet federal regulations concerning fiscal procedures.

Title I programs created a personnel demand throughout the state and shortages became acute. LEA's unable to secure personnel, were faced with the prospect of losing the money they had designated for salaries. They then submitted amendments converting salary money into equipment, thereby attempting to change the scope, and nature of the project.

3. Evaluation

Funding was made in late 1965 but the federal evaluation format was not forthcoming until April. LEA's did not know the type of things they were expected to evaluate, and some confusion prevailed when the evaluation instrument was presented to them. Evaluation should have been built into the original project but many projects were approved which lacked adequate evaluation. This office and the State Department of Public Instruction lack personnel qualified to draw up an evaluation instrument, but did draw an instrument following the federal format.

4. Other

None

(b) The state must be in a position to notify LEA's of allocations and provide forms for the following year at least 4 months prior to the opening of school. Make provision that money budgeted for salaries be carried into next fiscal year if personnel cannot be secured.

Legislation is necessary to allow LEA's to plan their programs for at least three years and they must have approximately the same amount each year in order to secure personnel and avoid problems involving teacher tenure, which might result if funds are cut.

Listed below are sample comments taken from our evaluation form regarding problem areas:

"Evaluation procedures that are now required were circulated six months after completion of project. Evaluation must be built into the original project and be consistent with the state forms. The LEA must therefore translate their individual evaluation which

could be most difficult."

"Because of the lack of integration, or the time element involved, between Congress, federal and state and local agencies; it is almost impossible to initiate and implement a continuing program not knowing in sufficient time in advance,the amount of funds available to administer the fiscal program. It is very frustrating to plan a complete program and at the last moment be forced to cut budget and curtail the program. The moral to this story is: Don't plan vast programs with half-vast funds."

"Have a traveling representative who would come around periodically to check on progress of each project and aid in any way possible."

"The procedures for Title I are excellent. We prefer to have the state officer administer this exclusively and not have to deal with other agencies, eg CAP."

"During the initial stages of development, very little information and format design was available. Personal interviews with SEA officials were very helpful. Newer and better guidelines were developed for use on the second year applications."

"SEA project directors have been of inestimable assistance to us in preparing projects and getting them in proper form. Suggest that State Director be given more authority and latitude in approving projects and procedures."

"After a three year plan has been approved there should be no "cut-back" at the county level."

5. IMPLEMENTATION OF SECTION 205 (a) (1)

(a) 1. Projects not approvable when first submitted were generally deficient in scope and quality. Many of them involved too much equipment, with little money left for program services.

2. The educational quality of some projects was poor, leaving the impression of haste in preparation.

3. In some cases, project objectives were indefinite or too general in nature.

4. Other projects required substantial revision before approval could be given.

(b) 1. The most common misconception was that Title I funds could be used to fund programs the district could not afford, or to expand existing programs rather than benefit educationally deprived children.

2. Another common misconception was that Title I funds could be used for general aid for all students rather than to provide better educational opportunities for educationally deprived children from identified poverty pockets in a district.

3. In general there was a misconception about the requirements of program size and scope in order to assure positive results in the lives of the deprived children. Sometimes the basic sub-allocation was too small to hope that objectives could be reached.

4. The tendency to want to put too much of the grant into equipment was noted in 5 (a) above.

6. COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

(a) and (b) A total of 82 projects located in 34 different school districts, for a total of $4,118,064.21, were conducted in areas served by approved Community Action Agencies.

The following is a breakdown of this information by population groups:

	Districts	Projects	Amount
A	8	32	$2,509,610.51
B	0	0	0
C	5	14	373,803.46
D	10	20	709,884.54
E	11	16	524,765.70
TOTAL	34	82	$4,118,064.21

(c) School districts were informed in February, 1966 that cooperation with Community Action Agencies should be sought, but few CAP's were in operation at that time.

(d) Three state-wide meetings of the local CAP's were called by the O.E.O. Office of Technical Assistance at which time the various Titles of ESEA were explained and discussed by Title I personnel and sufficient copies of Title I forms, guidelines, etc. were provided for all CAP's. The Office of Technical Assistance has been regularly provided with a list of approved Title I projects and copies of complete projects when requested.

(e) School districts feel that CAP personnel desire to make decisions regarding the use of Title I funds that are rightful decisions of educators.

CAP directors have in several instances attempted to bargain with school district personnel regarding the CAA statement. For instance, if the school district would agree to conduct an Adult Education Class the director would sign, otherwise he would not.

CAP directors have attempted to pressure school districts to hire non-certified personnel from the poverty pocket rather than putting the hiring on the basis of the best qualified.

(f) Numerous cases exist in the state where Title I and Headstart funds have been used together to conduct pre-school classes.

Facilities and equipment purchased under ESEA Title I have been used for Adult Education Classes in many school districts.

(g) Generally speaking it is felt that the Community Action Agencies have been given too great a voice in an area where they are not qualified to speak. Public school

districts feel legislation is necessary to put the CAP in proper prospective. Legislation should also be enacted to put all aspects of educational programs under the U.S.O.E. rather than leave any with the O.E.O.

Listed below are sample comments taken from our evaluation form regarding the coordination of Title I and Community Action Programs:

"We talked with the O.E.O. man in our community and he suggested programs needed in the community. We put in 00128 and 00130 because of this conference."

"Community Action Programs were organized later and have been most helpful in working out some of the problems and helping to coordinate some of the activities."

"It seems to me that the C.A.P. people should seek out the schools in setting up their programs, rather than the school having to go to the C.A.P. for approval. This is a case of the tail wagging the dog. The schools are the professionals."

"More use could be made of personnel hired by the Community Action Program in Titled programs."

"LEA would appreciate O.E.O. working with parents of children to secure their cooperation and understanding of our program objectives."

"We have received very little help from the C.A.P. which is under the Navajo Tibe."

"LEA designed program and submitted it to O.E.O. for suggestions and approval. O.E.O. approved without changes."

"Director of Community Action Project was consulted as to the project and his cooperation was solicited. The same facilities were used with the Headstart Program br their program.

"Project Grass Roots, when completed, will furnish valuable data for use in planning Title I Projects and identifying deprived families."

"Some part-time work was provided through O.E.O. for summer school students."

"CAP Agency assisted in identification of deprived children on county-wide basis."

"The previous summer Headstart Program worked with the same children enrolled in the first grade under this project."

"The C.A.P. director worked with district personnel in developing programs. The C.A.P. and district educational programs complemented each other."

"O.E.O. helped somewhat in the evaluation and revision of the project application."

"The C.A.A. wanted the L.E.A. to use any additional funds from Title I on a Head-start program."

"We helped guide their project and furnished the bus and driver for their field trips."

"The children from Headstart were programmed into an experimental project for the culturally deprived under Title I. We are also following up on their physical and dental treatments with LEA funds."

"We cooperated in funding a pre-school project using E.S.E.A. and O.E.O. money."

"We worked with O.E.O. on other programs -- the joint planning for 89-10 was not made clear to us and we did not take the initiative."

"The Audio-Visual Program through use of Educational Machines was used in Adult C.A.P. educational programs."

"No O.E.O. programs affect our High School 89-10 programs - we will invite O.E.O. people to sit in but I do not feel they have the qualifications to assist in professional decisions."

"Since our first visit with CAA in September 1965, due to change in personnel and administration, ideas of CAA have changed. We feel that there is much need for coordination of ideas from national level to place all projects concerned with education, (Pre-school, elementary, secondary, and adult) under Office of Education."

"Our goals are parallel in purpose but involvement of more people often hinders effectiveness. The schools should coordinate activities to eliminate duplication of effort but not be dominated by C.A.P. Lay personnel are not familiar with education."

"During the summer school we operated Headstart in conjunction with the summer school program. Shared transportation, lunchroom, etc."

"OEO Headstart programs should be moved from OEO to ESEA or OE sponsorship."

"On the local level they should be persons in some way directly connected with education."

"In our opinion, Community Action Programs should have no relation to E.S.E.A. projects."

"Some local CAA personnel are likely to be tempted to assume a greater degree of collaberation than the guidelines ever intended; this is especially true where the LEA projects are strictly educational and instructional and therefore are only the responsibility of the schools."

"We feel strongly that Headstart should be placed under the Dept. of Health, Education, and Welfare, funded through the State Dept. of Education with any controls the government feels necessary administered by the State Dept."

"Our relations with the Community Action Agency (The LEAP Commission) have always

been very pleasant since their origin December 1964. We feel they have done a fine job coordinating community action programs - newspaper articles not withstanding, often to the contrary. We cannot offer any recommendations at present to improve their role."

"Our Headstart programs lead into some of our 89-10 projects."

7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESEA

(a) Title II - The major relationships with Title II are indicated as follows:

Library books and supplies were purchased with Title II funds, and other learning materials, equipment and personnel were funded through Title I.

Specific cases may be noted:

"Our reading specialist and librarian conferred and coordinated the use of Title I and Title II funds by ordering reading materials that fit into our reading program."

"Under Project #00126 a centralized library was developed. This made it possible to better use the materials purchased under Title II."

"Our Title I project of Reading, Special Education and Guidance coordinated activities of books, etc. funded under Title II, therefore, placing services under Title I to include personnel."

"Title I funds were used to remodel library service area and Title II funds were used to buy library books."

"Project 113 was a reading developmental program which entailed building up the libraries. Title II funds assisted in implementing this part of the program."

"Some of the books from Title II were used in the implementation of the Instructional Materials Center, Project #2."

"Title II funds provided much of the materials needed to supplement Title I instruction."

"#160 project was to provide a library setup with equipment and personnel. All of the Title II funds were spent for reference works for this library."

(b) Title III - Title III programs were generally funded too late to be coordinated with the Title I programs.

The three following cases were cited in our evaluation returns:

"The Guidance (Title I) Project deals with many of the same youth and parents as the Cultural Enrichment (Title III) Project, and the two projects are correlated by the same overall director."

"Clerical help employed with Title I funds has been used on a part-time basis for Title III planning grant, also our evaluation dept. has personnel paid with Title I funds working closely with the Title III projects."

"Some Title I equipment was loaned to the Title III Planning Committee until the Title III Project was approved. Administrative services of Title I were used in connection with Title III."

(c) Three Title IV Projects have been set up in the western area. As yet few of their services have been made available to the school districts in this state. Therefore, there has been little coordination of Title I and Title IV in Arizona.

(d) Title V funds have made it possible for the school districts to receive competent help from the State Department of Public Instruction by the appointment of consultants representing the major curriculum areas.

(e) Many districts have experienced considerable success as was pointed out in items a and b above.

An indication of the success can be noted from the following comments taken from our Title I Evaluation Form:

"Successes in developing & implementing projects relating Title I with other Titles of ESEA. Since we are a co-terminous district and the Title II monies were planned to work with the Title I monies using the same personnel facilities and equipment made this a very successful and workable cooperative effort."

"In the purchase of audio-visual materials and equipment" For example a 'Controlled Reader' was secured through Title I, Film Strips, etc. were secured through Title II. Title II materials aided in Reading program and summer school."

"Instructional materials were purchased from Title II funds to serve various types of equipment obtained through Title I."

"Title I provided a lease/purchase building for a library at Guadalupe. Title II helped to bring the book collection up to acceptable standards."

"Through cooperation of S.E.A. we had no difficulty."

"In our project, the Titles complemented each other. Title I provided essential equipment and personnel and Title II supplied library enrichment aids which were badly needed."

"Title II was used to procure books for library. Small amount ($1300) of Title I was used to remodel library service area and improve library effectiveness."

"ESEA Title II funds were used in part to provide library books to implement project #167, Special Education."

"First instructions as to the advisableness of having one project and making them work and planned for was a great success. We were late starters but gathered information and help from the State Education Agency so that it was suggested that we have one

program."

"Title III is being used as a Supplementary Education Center for the five northern counties and the services rendered by the agency are used by schools who are also using other Title monies. This seems to indicate a high level of cooperative effort between the Titles."

(f) We feel the strengths and successes have far outweighed the problems involved in developing and implementing projects relating Title I with other Titles of ESEA. There have been some problems in developing and implementing Title I with other ESEA Titles. Listed below are comments from individual districts relating to these problems:

"The overall time schedule for the titles of ESEA that most effect LEA came so late that planning and development of program for FY 67 should have been keynote for FY66 ESEA. The lack of these steps made a mad rush and poor use of funds throughout projects."

"The books from Title II have been marked and kept separate from those of Title I."

"Projects for the development of a system of measurement of the success of various programs would be helpful."

"Cut down on the paper work involved. I did not apply for Title II this year because both Titles were more than I could keep up with and still get any teaching done."

"Monies being spent for II, III, IV in a centrally located district so that materials and aids could be used through a loan system. Small areas do not have adequate funds."

"If Title III could be done on a regional and/or LEA basis, this would facilitate a more effective use of Title I and II."

"We need to be able to use money for construction."

"More programs that become operational such as EPIC Title III in Tucson should be a great supplement especially in evaluation. Title IV provisions should make any program under Title I more functional with wider research sources and personnel available."

"Meetings between project leaders of Titles II, III, and IV to seek areas of cooperation and aid to those Title I projects the SEA thinks can profit from information obtained. Per cent of Title II funds should tie in with Title I funds. Earlier passage of funds for all titles would be most useful."

"No suggestions except to simplify accounting and reporting for all Titles."

(g) The main suggestions that have been made by the school districts of the state center around earlier funding from Congress. The funds have to be available before programs can be coordinated with any degree of certainty as to their actual initiation. We suggest that Title IV offer their services to the school districts and assist the LEA's with current educational problems. We have received very little information on Title IV projects involving Arizona and the services that they are supposed to offer in the present plan of P.L. 89-10.

Comments from individual districts regarding recommended changes in legislation to facilitate more effective use of Titles II, III, IV, and V in reinforcing Title I are listed below:

"It is felt by this district that much help can be given elementary and secondary schools in Title I, II and III programs by more cooperation from Research Centers in the research and evaluation of all school programs. A less competitive approach to Title III innovative program could assure some degree of program approval to reinforce Title I

programs where an additional amount of money is needed."

"We feel there is little doubt that Title II, III, and IV could be coordinated to mutual advantage. It would appear that Title III exemplary programs could serve as extensions of Title IV laboratories' dissemination processes. It would seem logical that much information developed through all four titles could also be shared to mutual advantage."

8. COOPERATIVE PROJECTS BETWEEN DISTRICTS

(a) Districts joining in cooperative projects generally developed harmonious programs. Most cooperative programs were between high school and elementary school districts which had the same attendance boundaries.

(b) Some school districts involved in cooperative projects found difficulties in the handling of finances. After the districts overcame the newness of the fiscal procedures, the projects proceeded in a successful manner. Maricopa County, containing over half the state's population, did not have any successful cooperative projects because of a conflict between the interpretation of the law by the state agency and the county school superintendent. The county school superintendent refused to interpret the law in such a way as to permit fiscal interaction between cooperative districts.

(c) We have no suggestions or recommendations for revising federal legislation concerning cooperative projects, except to keep the door open for districts with small allocations to conduct their own projects and not force cooperation.

Listed below are sample comments taken from our evaluation form regarding cooperative projects:

"All the Rice District students above the fourth grade attend the Globe schools, therefore, a cooperative program was easily implemented and highly successful."

"School District #11 of Somerton furnished the supervision and all personnel - Gadsden #32 furnished the physical plant. The program operated very smoothly and was a success."

"Any districts who have just a few students needing special help would benefit greatly by cooperating with other districts with the same problem to provide help for those children who need special classes."

"We feel that for successful cooperation, the district should be small or the scope of the project limited. For example, we have had excellent cooperation in our Title III experimental program with three of the adjacent districts, two of whom are supplying local funds."

"No problems. Success was good in as much as we could bring our program through the high school."

"Very successful as it was with a High School District with coterminous boundaries and with the same administration. SEA financial reports and budgets simple by allowing unification."

"We combined our Reading Project with the High School. We feel it is very successful."

"We are a co-terminous district K-12. The law of Arizona however makes us two districts but with all the same administration. It was no problem and worked to the advantage of the district as a whole to have one project for both districts.

9. NON-PUBLIC SCHOOL PARTICIPATION

(a) In our State Guidelines, sent to districts in January, 1966, Public School Administrators were made aware of their responsibility for the education of those educationally deprived students attending a non-public school but residing within the target area. Guidelines: Special Programs For Educationally Deprived Children, which also covers this subject was sent to districts in February, 1966. Copies of our non-public school information sheet to accompany all Title I applications are attached. (See page 37.)

(b) This office has enjoyed exceptionally good working relations with Mr. Paul Guitteau, Associate Superintendent for Education, Diocese of Tucson. He has been on our mailing list for all Title I information since the legislation was passed and receives a weekly report of all projects approved. Through his efforts we have been able to follow the participation of non-public school students in the southern half of Arizona. The northern half of the state comes under the Diocese of Gallup and we have not been as successful in working with the priest assigned to education, but what success we have had has been with Mr. Guitteau's help. Generally speaking, projects have not been designed in cooperation with non-public school administrators although participation in the approved projects has been excellent.

(c) Because it is easier to provide equipment and materials rather than teachers and because non-public schools have a great need for these items, the needs of the educationally deprived students attending non-public schools have not always been met. A few public school administrators had a tendency to capitalize on the ignorance of the non-public school administrations regarding Title I, but their 1967 projects indicate this is no longer true.

(d) We have no suggestions or recommendations to make for revising legislation concerning public and non-public school participation.

(e) Listed below are sample comments taken from our evaluation form regarding non-public school participation:

"Students from St. Patrick's School (GR. 1-8) enter public high school for grades 9-12. Summer school for ninth graders afforded opportunity for easier transition from parochial to public school. Cooperation of parochial officials was excellent."

"We feel that the attitude of cooperation that exists is a very healthy one. The non-public school has not been demanding in their wants and have adhered to guidelines set up for sharing equipment and personnel."

"The Douglas Schools and Loretto School (a non-public school) have enjoyed much success participating in Title I projects. The Douglas Schools share equipment supplies and materials with the Loretto Schools - also their children participate in our summer reading school, pre-school program, and study centers."

"There were no problems connected with the Project. Equipment and materials were shared. Non-public teachers participated in in-service education programs."

"We met with principals of parochial schools, described our summer program and invited them to send children to participate. Although the program at Longview was open to them no students from parochial schools enrolled. There are few parochial school children in the Longview attendance area."

"No particular problems except to determine how much aid they are entitled to when they cover such a large geographic area."

"Our projects were within our own school. The small number of children from our designated attendance area in Salpointe did not justify setting up a reading

center there. Salpointe was invited to release students for help in our readin center, but none attended."

"A half-time remedial reading teacher was placed in a private school. Since most of the other projects centered around mentally retarded children no probems were experienced. (No private school in this district provides programs for mntally retarded children and they all attend public schools.) Other services such as psychological, nurses, attendance, etc. were offered, but not requested. Prvate school children did attend the summer pre-school project. "

"Non-public school personnel were advised as to their relationship to prograr. They met with planning groups. There was very little participation except inSpecial Education. I am certain participation depends upon the non-public schools philosophy."

"We bought equipment and employed a teacher to work in two parochial schols similar to our own programs. Relationships seemed to be very satisfactory."

"We had the utmost cooperation with the one parochial school in the progran"

"Fortunately we have experienced no difficulties. We carefully planned oupro-cedures prior to funding and have tried to follow these plans to the letter. ey make up about 14% of the total children in the poverty area and we try to pvide them with materials and services in this amount. "

"Our experience in working with St. Matthew's parochial school in our distct has convinced us much can be gained in sharing ideas. We carried on informal ork-shops with their teachers and teacher's aides in connection with reading impve-ment. They have also been invited to have their children participate in our instructional television project. We have found them to be most cooperativand

very appreciative of anything that we share with them. "

"Communication channels were established between public and private schools - no problems occurred."

"Program initiated by the public school were cooperatively planned with representative from this non-public school of the area. These programs were also initiated in this non-public school with cooperation and minimum amount of misunderstanding. "

"No problems have developed to date. The non-public schools have been very cooperative and excellent rapport has resulted."

The main problem was to determine a sound and equitable basis as to the amount of service which we were obligated to provide the private school in our area.

No problems were encountered. Project was moderately successful. Teacher we shared with the parochial school in our district (Topawa) had to leave due to pregnancy problems.

NON-PUBLIC SCHOOL INVOLVEMENT

Name and Address of School District Submitting Title I Application

_____

Yes No

___ ___ 1. Are there any non-public school attendance areas within your school district? If your answer is no, do not complete the remaining items on this page.

2. List those non-public schools with attendance areas either wholly or partially within your school district and show their mailing address and administrator. Indicate by a check if the non-public school is located either wholly or partially within the poverty pocket that has been identified in your school district.

Name of School _____ In Poverty Pocket
Mailing Address _____ Yes No
_____
Administrator _____ ___ ___

Name of School _____ In Poverty Pocket
Mailing Address _____ Yes No
_____
Administrator _____ ___ ___

Name of School _____ In Poverty Pocket
Mailing Address _____ Yes No
_____
Administrator _____ ___ ___

Name of School _____ In Poverty Pocket
Mailing Address _____ Yes No
_____
Administrator _____ ___ ___

3. Those children attending a non-public school, but who reside within the poverty pocket identified in your school district and could benefit from your Title I project, should be provided the same services, as nearly as possible, as those attending the public school in the poverty pocket.
(See instructions for item 13-D of OE-4305.)

10. (a) Five copies of all mailing containing information for the implementation of Title I Programs in fiscal year 1966 are enclosed.

(b) The State of Arizona has not contracted with any outside agencies. As stated above, we hope to utilize the services of EPIC, a Title III Project, in fiscal year 1967.

(c) No compilation of objective measurements is available.

(d) The 10% sample in our report. Complete evaluation forms of each individual district will be sent to you on request.

PART II COMPREHENSIVE ANALYSIS

1. STATISTICAL INFORMATION AND ESTABLISHING PROJECT AREAS

GROUP A

STATISTICAL INFORMATION

45	a. Number of projects approved.
$ 3,303,084.31	b. Total Expenditures (all projects).
394,175.22	c. Funds refunded to the SEA.
	d. Unduplicated count of children (all projects).
38,281.00	1. Public
4,530.00	2. Non-Public
6,830.00	3. Not enrolled
49,641.00	4. TOTAL
$ 58.60	e. Average cost per pupil= (Funds actually expended) ÷ (Total unduplicated count of children)=

GENERAL DATA

Using this code rate the types of information which were USEFUL in determining the number and location of children from low income families:

Code: 1=none, 2=little, 3=some, 4=very. Place a check (/) in the appropriate square.

1	2	3	4	
0	1	1	14	a. Census data related to family income.
6	0	3	1	b. School survey data related to family income.
4	3	2	2	c. Free school lunch data.
6	0	3	5	d. Aid for Dependent Children payment data.
5	0	5	0	e. Health statistics indicative of family income.
7	1	2	0	f. Housing statistics indicative of family income.
7	2	1	0	g. Employment statistics indicative of family income.
5	1	2	4	h. Welfare statistics
6	3	0	4	i. Community service agency records.
5	3	1	2	j. O.E.O. records.
1	0	0	3	k. Other (Specify)_____

GROUP B

STATISTICAL INFORMATION

3	a. Number of projects approved.
$341,352.92	b. Total Expenditures (all projects).
12,356.24	c. Funds refunded to the SEA.
	d. Unduplicated count of children (all projects).
1,617	1. Public
247	2. Non-Public
	3. Not enrolled
1,864	4. TOTAL
	e. Average cost per pupil=
$ 176.50	(Funds actually expended) ÷ (Total unduplicated count of children)=

GENERAL DATA

Using this code rate the types of information which were USEFUL in determining the number and location of children from low income families:

Code: 1=none, 2=little, 3=some, 4=very. Place a check (✓) in the appropriate square.

1	2	3	4	
			2	a. Census data related to family income.
			2	b. School survey data related to family income.
	2			c. Free school lunch data.
			2	d. Aid for Dependent Children payment data.
	2			e. Health statistics indicative of family income.
			2	f. Housing statistics indicative of family income.
	2			g. Employment statistics indicative of family income.
2				h. Welfare statistics
2				i. Community service agency records.
2				j. O.E.O. records.
2				k. Other (Specify)_____

GROUP C

STATISTICAL INFORMATION

23	a. Number of projects approved.
556,203.19	b. Total Expenditures (all projects).
21,350.27	c. Funds refunded to the SEA.
	d. Unduplicated count of children (all projects).
8,164	1. Public
175	2. Non-Public
126	3. Not enrolled
8,465	4. TOTAL
$65.71	e. Average cost per pupil= (Funds actually expended) ÷ (Total unduplicated count of children)=

GENERAL DATA

Using this code rate the types of information which were USEFUL in determining the number and location of children from low income families:

Code: 1=none, 2=little, 3=some, 4=very. Place a check (✓) in the appropriate square.

1	2	3	4	
		3	8	a. Census data related to family income.
1	2	2	3	b. School survey data related to family income.
	2	3	4	c. Free school lunch data.
1	1		4	d. Aid for Dependent Children payment data.
2	3	3		e. Health statistics indicative of family income.
3	4	2		f. Housing statistics indicative of family income.
4		3	2	g. Employment statistics indicative of family income.
2	1	4	2	h. Welfare statistics
4	1	2	2	i. Community service agency records.
5	2			j. O.E.O. records.
1			2	k. Other (Specify)_____

GROUP D

STATISTICAL INFORMATION

48	a.	Number of projects approved.
2,405,287.80	b.	Total Expenditures (all projects).
266,771.76	c.	Funds refunded to the SEA.
	d.	Unduplicated count of children (all projects).
41,047		1. Public
2,672		2. Non-Public
5,398		3. Not enrolled
49,117		4. TOTAL
	e.	Average cost per pupil=
$48.97		(Funds actually expended) ÷ (Total unduplicated count of children)=

GENERAL DATA

Using this code rate the types of information which were USEFUL in determining the number and location of children from low income families:

Code: 1=none, 2=little, 3=some, 4=very. Place a check (/) in the appropriate square.

	1	2	3	4
a.	1	3	8	25
b.	8	6	12	10
c.	15	9	7	7
d.	10	7	12	9
e.	18	11	4	--
f.	19	7	6	1
g.	15	9	9	2
h.	3	7	20	11
i.	22	2	9	--
j.	24	4	5	2
k.	6	--	2	9

k. Other (Specify)_____

GROUP E

STATISTICAL INFORMATION

59	a. Number of projects approved.
1,515,225.85	b. Total Expenditures (all projects).
76,526.90	c. Funds refunded to the SEA.
	d. Unduplicated count of children (all projects).
17,291	1. Public
16,211	2. Non-Public
469	3. Not enrolled
611	4. TOTAL
17,291	
	e. Average cost per pupil=
$87.63	(Funds actually expended) ÷ (Total unduplicated count of children)=

GENERAL DATA

Using this code rate the types of information which were USEFUL in determining the number and location of children from low income families:

Code: 1=none, 2=little, 3=some, 4=very. Place a check (/) in the appropriate square.

1	2	3	4	
13	2	10	31	a. Census data related to family income.
16	9	9	25	b. School survey data related to family income.
20	13	10	9	c. Free school lunch data.
22	12	10	11	d. Aid for Dependent Children payment data.
31	11	10	3	e. Health statistics indicative of family income.
32	11	8	5	f. Housing statistics indicative of family income.
19	7	10	18	g. Employment statistics indicative of family income.
15	11	15	13	h. Welfare statistics
43	5	--	2	i. Community service agency records.
43	2	--	4	j. O.E.O. records.
18	3	--	3	k. Other (Specify)_____

3. NEEDS AND 4. LOCAL EDUCATIONAL AGENCY PROBLEMS

GROUP A

Using this code rate the principal PROBLEMS OR NEEDS of children in your school district that Title I was designed to meet. Place a check (✓) in the appropriate square.
Code: 1=no, 2=little, 3=some, 4=great.

1	2	3	4	
0	1	2	13	a. Inadequate command of academic subjects.
0	1	6	10	b. Inadequate command of language.
0	2	5	7	c. Inadequate cultural opportunities.
1	1	5	7	d. Inadequate social opportunities.
4	1	7	1	e. Poor health.
6	4	2	1	f. Inadequate nutrition.
7	5	1	0	g. Inadequate clothing.
4	1	6	3	h. Speech defects.
0	0	0	2	i. Other (Specify) List other needs in order of priority.

_____
_____
_____
_____

L.E.A. PROBLEMS

Using the code in the preceding item rate the principal PROBLEM(S) encountered in implementing Title I project(s):

A. Personnel Shortages

1	2	3	4	Elementary teachers
4	1	2	2	a. Classroom
7	1	2	2	b. Art
7	2	0	2	c. Music
7	1	1	0	d. Physical Education
5	0	4	3	e. Reading Specialists
2	0	1	2	f. Other (Specify)

_____
_____
_____
_____

1	2	3	4	B. Secondary Teachers (H.S.)
0	0	1	0	a. Classroom
0	0	1	0	b. Art
0	0	0	1	c. Music
0	0	1	0	d. Physical Education
0	0	1	2	e. Reading Specialists
0	0	0	0	f. Other (Specify)

_____
_____
_____
_____
_____

(Continued on the next page)

GROUP A

1	2	3	4
9	0	0	0
6	0	2	4
7	2	1	0
4	0	3	1
5	1	1	2
9	0	0	1
5	1	1	5
5	0	1	6
2	0	0	0

C. Other Personnel

a. Administrators
b. Counselors
c. Consultants
d. Diagnosticians
e. Home Visitors
f. Nurses
g. Psychologists
h. Social Workers
i. Others (Specify)_____

_____

_____

1	2	3	4
5	2	3	4
6	1	1	7
3	2	9	0
2	0	1	1

D. Other Problems

a. Equipment, materials and supplies could not be secured in time.
b. Shortage of facilities and/or space for carrying out the project.
c. Excessive paper work.
d. Other (Specify)_____

GROUP B

Using this code rate the principal PROBLEMS OR NEEDS of children in your school district that Title I was designed to meet. Place a check (✓) in the appropriate square.
Code: 1=no, 2=little, 3=some, 4=great.

1	2	3	4	
			2	a. Inadequate command of academic subjects.
			2	b. Inadequate command of language.
			2	c. Inadequate cultural opportunities.
			2	d. Inadequate social opportunities.
				e. Poor health.
2				f. Inadequate nutrition.
2				g. Inadequate clothing.
			2	h. Speech defects.
				i. Other (Specify) List other needs in order of priority.

_____
_____
_____
_____

L.E.A. PROBLEMS

Using the code in the preceding item rate the principal PROBLEM(S) encountered in implementing Title I project(s):

A. Personnel Shortages
Elementary teachers

1	2	3	4	
1				a. Classroom
1				b. Art
1				c. Music
1				d. Physical Education
			1	e. Reading Specialists
			1	f. Other (Specify)

_____
_____
_____
_____

B. Secondary Teachers (H.S.)

1	2	3	4	
2				a. Classroom
2				b. Art
2				c. Music
2				d. Physical Education
2				e. Reading Specialists
2				f. Other (Specify)

_____
_____
_____
_____
_____

(Continued on the next page)

GROUP B

1	2	3	4	C. Other Personnel
			2	a. Administrators
	2		2	b. Counselors
2				c. Consultants
2				d. Diagnosticians
2				e. Home Visitors
				f. Nurses
			2	g. Psychologists
		2		h. Social Workers
2				i. Others (Specify)_____

_____

_____

1	2	3	4	D. Other Problems
	2			a. Equipment, materials and supplies could not be secured in ne.
			2	b. Shortage of facilities and/or space for carrying out the pject.
		2		c. Excessive paper work.
			2	d. Other (Specify)_____

GROUP C

Using this code rate the principal PROBLEMS OR NEEDS of children in your school district that Title I was designed to meet. Place a check (✓) in the appropriate square.
Code: 1=no, 2=little, 3=some, 4=great.

1	2	3	4	
	1		7	a. Inadequate command of academic subjects.
		1	8	b. Inadequate command of language.
	1	5	5	c. Inadequate cultural opportunities.
1	4	4	2	d. Inadequate social opportunities.
2	2	6		e. Poor health.
2	2	4	2	f. Inadequate nutrition.
3	1	4	1	g. Inadequate clothing.
2		5	3	h. Speech defects.
4			4	i. Other (Specify) List other needs in order of priority.

_____
_____
_____
_____

L.E.A. PROBLEMS

Using the code in the preceding item rate the principal PROBLEM(S) encountered in implementing Title I project(s):

A. Personnel Shortages
Elementary teachers

1	2	3	4	
4	1	1	0	a. Classroom
3	1			b. Art
2		3		c. Music
2	1			d. Physical Education
2		1	3	e. Reading Specialists
1	0	1	1	f. Other (Specify)

_____
_____
_____
_____

B. Secondary Teachers (H.S.)

1	2	3	4	
1	1			a. Classroom
2				b. Art
1	1			c. Music
1	1			d. Physical Education
		3	2	e. Reading Specialists
		1	2	f. Other (Specify)

_____
_____
_____
_____
_____

(Continued on the next page)

GROUP C

1	2	3	4
5	1		
4	1	1	1
5	1		2
5	1		
5	1		
3	2	1	
3		1	4
3	1	1	
3		1	1

C. Other Personnel

a. Administrators
b. Counselors
c. Consultants
d. Diagnosticians
e. Home Visitors
f. Nurses
g. Psychologists
h. Social Workers
i. Others (Specify)_____

_____

_____

1	2	3	4
1	2	1	7
3	2	1	4
2	5	2	2
2			1

D. Other Problems

a. Equipment, materials and supplies could not be secured in time.
b. Shortage of facilities and/or space for carrying out the project.
c. Excessive paper work.
d. Other (Specify)_____

GROUP D

Using this code rate the principal PROBLEMS OR NEEDS of children in your school district that Title I was designed to meet. Place a check (✓) in the appropriate square.
Code: 1=no, 2=little, 3=some, 4=great.

1	2	3	4	
--	3	8	30	a. Inadequate command of academic subjects.
--	1	6	33	b. Inadequate command of language.
2	1	11	21	c. Inadequate cultural opportunities.
2	3	16	13	d. Inadequate social opportunities.
6	7	17	2	e. Poor health.
9	9	13	--	f. Inadequate nutrition.
13	10	8	--	g. Inadequate clothing.
7	12	7	5	h. Speech defects.
5	1	2	2	i. Other (Specify) List other needs in order of priority.

_____
_____
_____
_____

L.E.A. PROBLEMS

Using the code in the preceding item rate the principal PROBLEM(S) encountered in implementing Title I project(s):

A. Personnel Shortages

1	2	3	4	Elementary teachers
11	3	4	9	a. Classroom
16	3	1	3	b. Art
16	3	1	3	c. Music
19	1	1	1	d. Physical Education
8	2	3	16	e. Reading Specialists
6	1	--	10	f. Other (Specify)

_____
_____
_____
_____

1	2	3	4	B. Secondary Teachers (H.S.)
14	1	3	4	a. Classroom
14	2	--	2	b. Art
16	1	--	1	c. Music
15	2	--	1	d. Physical Education
8	1	4	12	e. Reading Specialists
6	--	--	5	f. Other (Specify)

_____
_____
_____
_____
_____

(Continued on the next page:)

GROUP D

1	2	3	4
26	2	2	4
22	5	2	6
19	6	2	5
17	3	3	8
22	2	4	5
26	1	3	2
15	4	4	14
17	5	6	6
4	--	1	3

C. Other Personnel

a. Administrators
b. Counselors
c. Consultants
d. Diagnosticians
e. Home Visitors
f. Nurses
g. Psychologists
h. Social Workers
i. Others (Specify)_____

_____

_____

1	2	3	4
7	2	10	20
12	6	5	13
7	10	12	12
3	--	4	3

D. Other Problems

a. Equipment, materials and supplies could not be secured in time.
b. Shortage of facilities and/or space for carrying out the project.
c. Excessive paper work.
d. Other (Specify)_____

GROUP E

Using this code rate the principal PROBLEMS OR NEEDS of children in your school district that Title I was designed to meet. Place a check (✓) in the appropriate square.
Code: 1=no, 2=little, 3=some, 4=great.

1	2	3	4	
1	5	18	40	a. Inadequate command of academic subjects.
3	4	12	44	b. Inadequate command of language.
2	1	16	47	c. Inadequate cultural opportunities.
5	7	20	30	d. Inadequate social opportunities.
22	16	19	--	e. Poor health.
22	16	17	4	f. Inadequate nutrition.
28	19	9	2	g. Inadequate clothing.
17	22	15	4	h. Speech defects.
18	1	1	8	i. Other (Specify) List other needs in order of priority.

_____
_____
_____
_____

L.E.A. PROBLEMS

Using the code in the preceding item rate the principal PROBLEM(S) encountered in implementing Title I project(s):

A. Personnel Shortages
Elementary teachers

1	2	3	4	
29	1	13	7	a. Classroom
34	2	9	5	b. Art
35	5	3	6	c. Music
37	7	2	2	d. Physical Education
24	1	7	22	e. Reading Specialists
17	--	2	7	f. Other (Specify)

_____
_____
_____
_____

B. Secondary Teachers (H.S.)

1	2	3	4	
21	2	3	4	a. Classroom
20	1	4	2	b. Art
21	3	2	1	c. Music
23	--	1	4	d. Physical Education
15	--	2	13	e. Reading Specialists
16	--	1	4	f. Other (Specify)

_____
_____
_____
_____
_____

(Continued on the next page)

GROUP E

1	2	3	4
33	4	7	6
25	6	5	11
22	3	11	10
24	5	5	12
29	5	8	5
25	9	8	7
26	4	6	12
25	6	4	13
15	1	--	1

C. Other Personnel

a. Administrators
b. Counselors
c. Consultants
d. Diagnosticians
e. Home Visitors
f. Nurses
g. Psychologists
h. Social Workers
i. Others (Specify)_____

_____

_____

1	2	3	4
16	7	14	26
24	10	8	20
11	11	19	20
17	--	1	4

D. Other Problems

a. Equipment, materials and supplies could not be secured in time.
b. Shortage of facilities and/or space for carrying out the project.
c. Excessive paper work.
d. Other (Specify)_____

5. PREVALENT ACTIVITIES

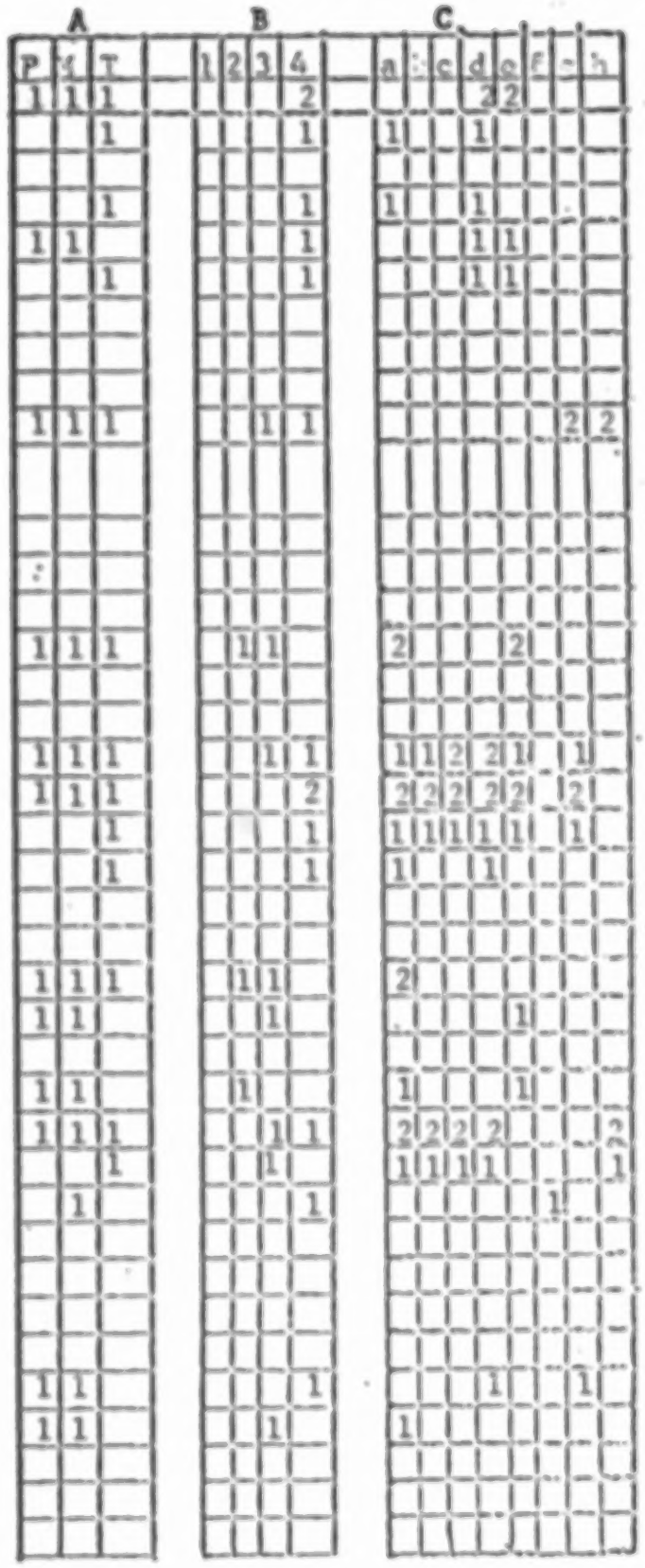
GROUP A

ACTIVITIES & PROGRAMS (Service)	A			B				C						
	P	M	T	1	2	3	4	a	c	d	e	f	g	h
AIDES	12	10	7	0	1	2	9	2	2	2	1	3	4	2
ART	3	4	4	0	0	3	2	2	2	2	3	2	1	3	0
BAND	1	3	2	0	0	0	2	3	2	1	3	2	1	1	0
CHORUS	1	3	3	0	0	1	1	3	2	1	4	2	1	1	0
CLOTHING SUPPLEMENTS	1	2	3	0	0	0	1	1	1	1	2	3	1	1	0
CONSULTANTS	5	4	5	0	0	3	3	1	2	2	4	2	1	3	0
CRAFTS	2	3	3	0	0	0	4	3	3	1	2	1	1	1	0
DRIVER TRAINING	0	0	2	0	0	1	0	2	1	2	1	1	1	1	0
FIELD TRIPS	8	5	6	0	0	2	7	5	4	4	5	2	4	3	2
FILMS, FILMSTRIPS & TAPES	10	9	11	0	2	5	5	4	4	4	3	4	4	4	1
FOOD SUPPLEMENTS (such as morning snacks, etc.)	3	0	1	0	0	2	2	1	1	1	1	1	1	2	0
FREE LUNCH	1	1	1	0	0	1	0	2	1	1	1	1	1	1	0
FREE TEXTS	3	3	4	0	1	1	2	2	3	1	1	2	1	2	1
GLEE CLUB	0	0	1	0	0	0	1	2	1	1	1	2	1	1	1	0
GUIDANCE	6	6	7	-	-	5	2	1	1	1	6	4	2	3	1
HEALTH	2	2	3	0	1	2	0	2	1	1	3	1	1	1	0
INDUSTRIAL ARTS	1	--	1	-	-	-	1	-	-	-	-	-	-	-	-
IN-SERVICE TRAINING	7	6	8	0	0	3	5	3	2	3	3	2	2	3	2
LIBRARY	7	7	10	0	1	4	5	6	2	3	5	4	4	4	1
MATERIALS CENTER	8	8	8	0	0	1	7	5	6	4	3	3	3	3	1
MUSIC	4	4	5	-	-	2	3	2	1	3	5	1	1	3	0
NURSING SERVICES	4	4	5	0	0	4	2	2	2	2	5	2	2	2	2
PHYSICAL EDUCATION	2	2	3	0	0	3	1	3	2	1	4	1	1	1	0
PICTURES	4	4	4	0	0	2	2	2	5	2	1	2	2	2	0
PLAY ACTIVITIES	3	2	2	-	-	3	1	2	3	1	4	1	1	2	0
PRE-SCHOOL	5	0	0	-	-	1	4	1	2	3	4	1	1	2	0
PSYCHOLOGICAL	8	7	7	-	-	2	8	3	2	2	9	3	3	3	2
READING	11	12	14	-	-	5	10	4	4	4	4	4	3	5	5
REMEDIAL SUBJECTS	8	10	10	-	-	5	7	6	9	5	3	5	4	4	3
SCIENCE	3	5	8	-	-	5	3	5	6	5	4	2	2	2	-
SOCIAL WORKERS	1	1	3	-	1	2	1	1	1	1	3	2	2	1	-
SPECIAL EDUCATION	3	5	4	0	2	2	1	4	2	2	3	2	3	3	-
SPEECH	7	5	5	0	1	4	2	1	2	4	6	2	3	3	1
SPORTS	0	0	1	0	0	1	0	1	2	1	2	1	1	2	-
SUMMER SCHOOL	6	5	6	0	1	1	6	3	5	5	5	3	4	3	4
SUPPLEMENTARY BOOKS	6	6	7	-	-	2	5	4	7	3	2	3	3	4	1
TELEVISION	1	1	2	0	0	1	0	-	-	1	-	1	-	1	-
VOCATIONAL EDUCATION	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-
OTHER (PLEASE SPECIFY)															

GROUP B

ACTIVITIES & PROGRAMS
(Service)

AIDES
ART
BAND
CHORUS
CLOTHING SUPPLEMENTS
CONSULTANTS
CRAFTS
DRIVER TRAINING
FIELD TRIPS
FILMS, FILMSTRIPS & TAPES
FOOD SUPPLEMENTS (such as morning snacks, etc.)
FREE LUNCH
FREE TEXTS
GLEE CLUB
GUIDANCE
HEALTH
INDUSTRIAL ARTS
IN-SERVICE TRAINING
LIBRARY
MATERIALS CENTER
MUSIC
NURSING SERVICES
PHYSICAL EDUCATION
PICTURES
PLAY ACTIVITIES
PRE-SCHOOL
PSYCHOLOGICAL
READING
REMEDIAL SUBJECTS
SCIENCE
SOCIAL WORKERS
SPECIAL EDUCATION
SPEECH
SPORTS
SUMMER SCHOOL
SUPPLEMENTARY BOOKS
TELEVISION
VOCATIONAL EDUCATION
OTHER (PLEASE SPECIFY)



GROUP C

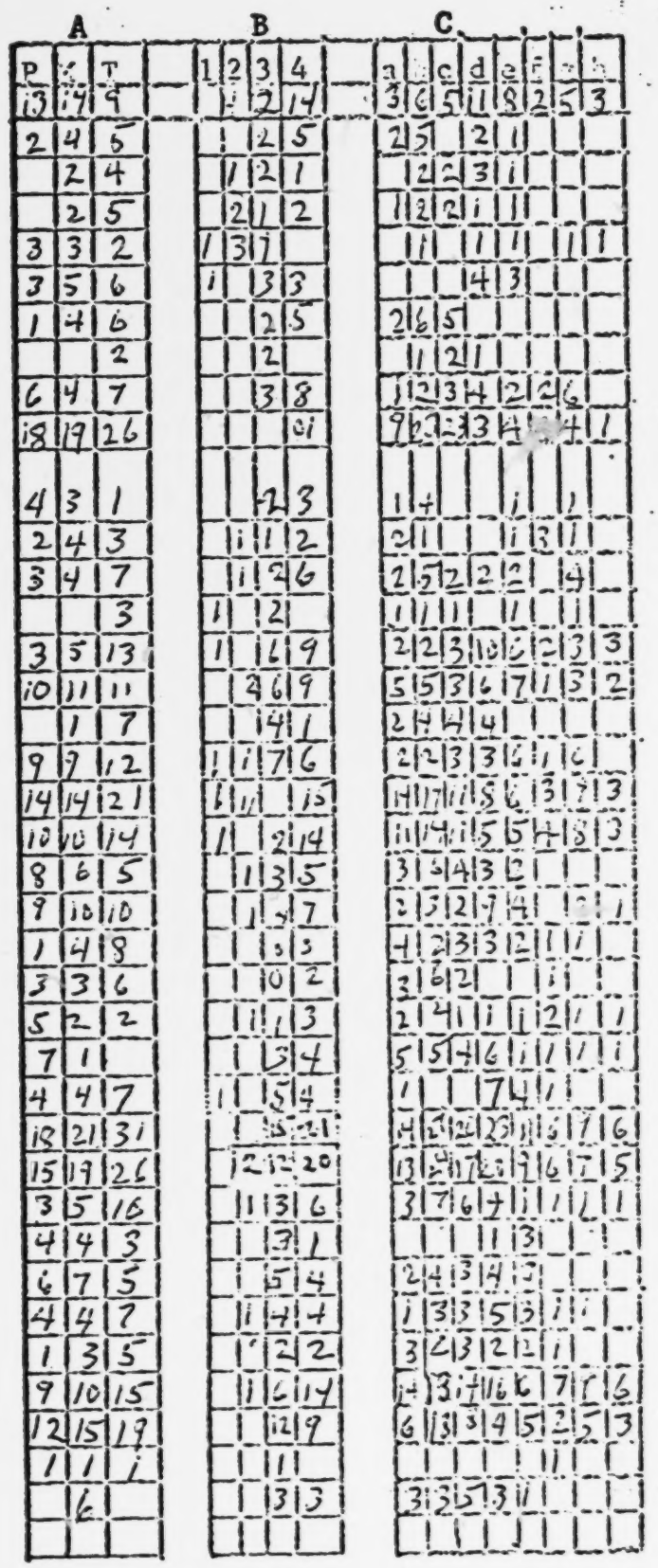
ACTIVITIES & PROGRAMS (Service)

ACTIVITIES & PROGRAMS (Service)	A			B				C							
	P	1	2	1	2	3	4	a	b	c	d	e	f	g	h
AIDES	4	3	3	5	3	2	4				5	3	1	1	
ART	1	2	1			2	1	1		1	3			1	
BAND		2	1			1	2	1		2	2			1	
CHORUS	1					1					1				
CLOTHING SUPPLEMENTS															
CONSULTANTS	2	1	4		1	3	1	1			3		1	2	
CRAFTS		1					1		1	1				1	
DRIVER TRAINING															
FIELD TRIPS	6	1	1			2	3	1		1	3		2	3	
FILMS, FILMSTRIPS & TAPES	4	3	6		2	1	4	3	5	4	1	1	1	5	1
FOOD SUPPLEMENTS (such as morning snacks, etc.)	3					2	1	2	2		1			1	
FREE LUNCH	4	1				2	2	3	3		1				
FREE TEXTS	2	1	1			1	1	1	2				1	1	
GLEE CLUB			1			1					1				
GUIDANCE	2	2	4			4	1		1		4	2	2	1	
HEALTH	3	2	2			3	3	4	1	1	4	3	1	1	2
INDUSTRIAL ARTS															
IN-SERVICE TRAINING	2	2	2		1	1	1				2	1	1	1	
LIBRARY	6	4	2			3	4	5	4	1	1	2	2	3	1
MATERIALS CENTER															
MUSIC	1	2					2			1	1	1		1	
NURSING SERVICES	4	2	2			4	2	2		2	3	1	1	1	1
PHYSICAL EDUCATION	1	1	1			1	1			2	1				
PICTURES	3	1	1		1	2	1		4	0	1		1		
PLAY ACTIVITIES	3		1			2	2	2	2	1	2	1	2	2	1
PRE-SCHOOL	4					1	3	2	3	1	3	3	1	2	1
PSYCHOLOGICAL	5	4	6			6	2	2			6	3	4	4	2
READING	7	5	7			1	5	3	3	3	4	3	2	1	
REMEDIAL SUBJECTS	3	2	3			2	3	1	3	1	3	5	3	4	2
SCIENCE			2			1	1	1	1	2	1	1	1	1	1
SOCIAL WORKERS	3	2	2			2	2				3	3	1	2	2
SPECIAL EDUCATION	2	2				1	1	2	3	2	2				
SPEECH	1	2	4			1	3	1	1	3	4	3	1	1	
SPORTS															
SUMMER SCHOOL	3	3	3			3		3	4	3	4	3	3	3	2
SUPPLEMENTARY BOOKS	6	2	2			2	3	1	4				3	5	2
TELEVISION															
VOCATIONAL EDUCATION															
OTHER (PLEASE SPECIFY)															

GROUP D

ACTIVITIES & PROGRAMS (Service)

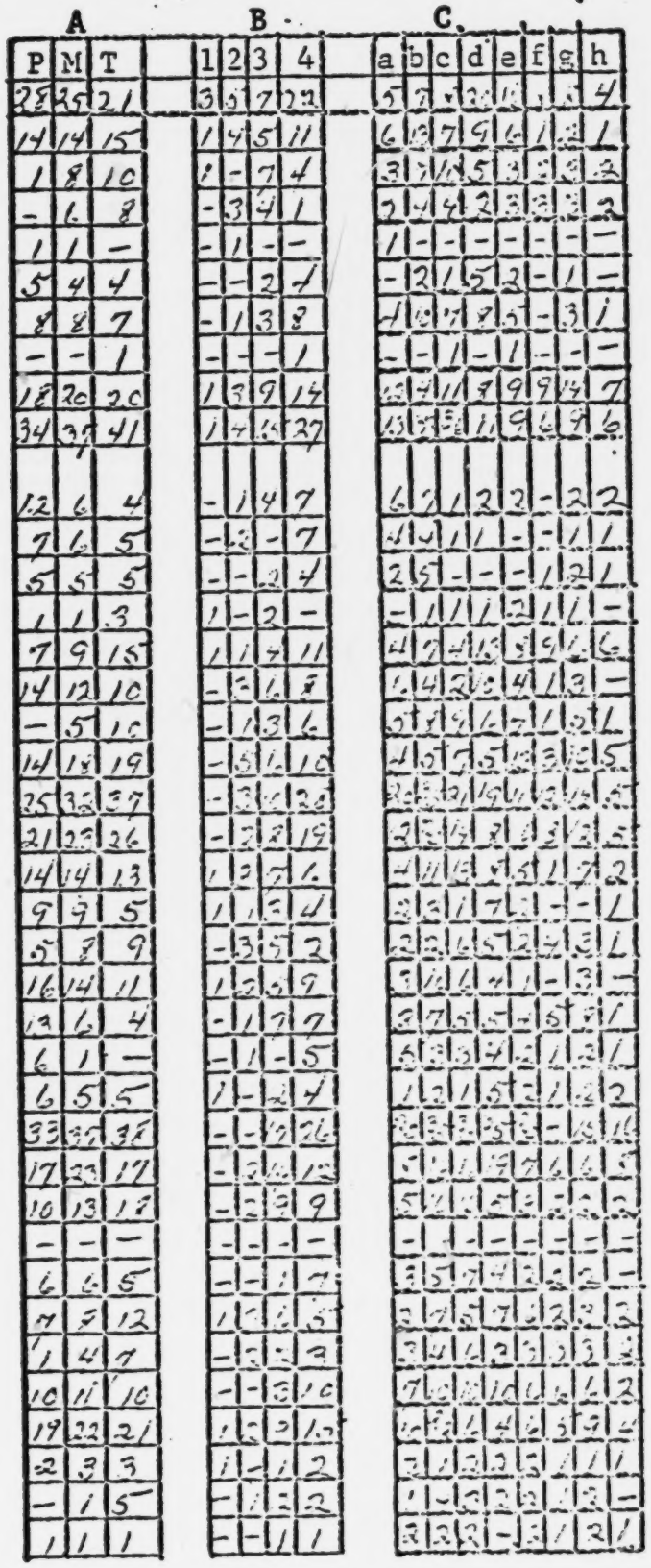
- AIDES
- ART
- BAND
- CHORUS
- CLOTHING SUPPLEMENTS
- CONSULTANTS
- CRAFTS
- DRIVER TRAINING
- FIELD TRIPS
- FILMS, FILMSTRIPS & TAPES
- FOOD SUPPLEMENTS (such as morning snacks, etc.)
- FREE LUNCH
- FREE TEXTS
- GLEE CLUB
- GUIDANCE
- HEALTH
- INDUSTRIAL ARTS
- IN-SERVICE TRAINING
- LIBRARY
- MATERIALS CENTER
- MUSIC
- NURSING SERVICES
- PHYSICAL EDUCATION
- PICTURES
- PLAY ACTIVITIES
- PRE-SCHOOL
- PSYCHOLOGICAL
- READING
- REMEDIAL SUBJECTS
- SCIENCE
- SOCIAL WORKERS
- SPECIAL EDUCATION
- SPEECH
- SPORTS
- SUMMER SCHOOL
- SUPPLEMENTARY BOOKS
- TELEVISION
- VOCATIONAL EDUCATION
- OTHER (PLEASE SPECIFY)



GROUP E

ACTIVITIES & PROGRAMS (Service)

AIDES
ART
BAND
CHORUS
CLOTHING SUPPLEMENTS
CONSULTANTS
CRAFTS
DRIVER TRAINING
FIELD TRIPS
FILMS, FILMSTRIPS & TAPES
FOOD SUPPLEMENTS (such as morning snacks, etc.)
FREE LUNCH
FREE TEXTS
GLEE CLUB
GUIDANCE
HEALTH
INDUSTRIAL ARTS
IN-SERVICE TRAINING
LIBRARY
MATERIALS CENTER
MUSIC
NURSING SERVICES
PHYSICAL EDUCATION
PICTURES
PLAY ACTIVITIES
PRE-SCHOOL
PSYCHOLOGICAL
READING
REMEDIAL SUBJECTS
SCIENCE
SOCIAL WORKERS
SPECIAL EDUCATION
SPEECH
SPORTS
SUMMER SCHOOL
SUPPLEMENTARY BOOKS
TELEVISION
VOCATIONAL EDUCATION
OTHER (PLEASE SPECIFY)



6. INNOVATIVE PROJECTS

Many projects in Arizona were innovative in the sense that such activities had not taken place in Arizona before on a widespread basis. Schools in all classifications have provided KINDERGARTENS for their children. This is a very unique experience for Arizona children.

Opening school on evenings, weekends; using teacher aids; and educational television programs are all unique to Arizona. Such programs have made school more interesting to students, and attendance has been improved. Title I has served as a pioneering pace setter for the school districts of the state.

7. METHODS OF INCREASING STAFF FOR TITLE I PROJECTS

GROUP A

22. Using the following code rate the methods which were USEFUL in developing or increasing staff for Title I projects. Code: 1=none, 2=little, 3=some, 4=very.

1	2	3	4	
2	0	7	8	A. In-service training of current staff.

6	0	3	2	B. Extend time of current staff.
3	0	4	5	a. Before school
8	1	1	0	b. After school
8	2	0	1	c. Evenings
2	0	4	7	d. Saturdays
1	0	1	1	e. Summer school
				f. Other (Specify)_____

3	0	6	9	C. Extension of Staff
				a. Use of lay persons as teacher aides or in assignments which do not require certified personnel
8	0	2	3	b. Use of non-educational professional persons
7	1	2	1	c. Recruitment of social workers
4	0	7	5	d. Recruitment of new teachers
9	0	2	1	e. Recruitment of teachers who had dropped out of the teaching profession
1				f. Other (Specify)_____

GROUP B

22. Using the following code rate the methods which were USEFUL in developing or increasing staff for Title I projects. Code: 1=none, 2=little, 3=some, 4=very.

1	2	3	4	
2				A. In-service training of current staff.

			2	B. Extend time of current staff.
			2	a. Before school
	2			b. After school
	2			c. Evenings
			2	d. Saturdays
				e. Summer school
				f. Other (Specify)_____

			2	C. Extension of Staff
			2	a. Use of lay persons as teacher aides or in assignments which do not require certified personnel
2				b. Use of non-educational professional persons
		2		c. Recruitment of social workers
			2	d. Recruitment of new teachers
			2	e. Recruitment of teachers who had dropped out of the teaching profession
				f. Other (Specify)_____

GROUP C

22. Using the following code rate the methods which were USEFUL in developing or increasing staff for Title I projects. Code: 1=none, 2=little, 3=some, 4=very.

1	2	3	4
2		5	2

A. In-service training of current staff.

4		3	
3		3	1
3		3	1
5		1	
2			6
4			

B. Extend time of current staff.
   a. Before school
   b. After school
   c. Evenings
   d. Saturdays
   e. Summer school
   f. Other (Specify)_____

3		1	6
2	1	2	4
4	1	3	
1	1	5	2
4		3	
3			4

C. Extension of Staff
   a. Use of lay persons as teacher aides or in assignments which do not require certified personnel
   b. Use of non-educational professional persons
   c. Recruitment of social workers
   d. Recruitment of new teachers
   e. Recruitment of teachers who had dropped out of the teaching profession
   f. Other (Specify)_____

GROUP D

22. Using the following code rate the methods which were USEFUL in developing or increasing staff for Title I projects. Code: 1=none, 2=little, 3=some, 4=very.

1	2	3	4
9	5	10	15

A. In-service training of current staff.

14	4	3	6
11	5	6	5
17	3	2	4
15	4	3	2
4	1	5	19
5	--	--	8

B. Extend time of current staff.
   a. Before school
   b. After school
   c. Evenings
   d. Saturdays
   e. Summer school
   f. Other (Specify)_____

12	2	4	17
15	2	8	3
24	--	3	1
18	2	4	9
19	3	3	3
10	--	2	1

C. Extension of Staff
   a. Use of lay persons as teacher aides or in assignments which do not require certified personnel
   b. Use of non-educational professional persons
   c. Recruitment of social workers
   d. Recruitment of new teachers
   e. Recruitment of teachers who had dropped out of the teaching profession
   f. Other (Specify)_____

GROUP E

22. Using the following code rate the methods which were USEFUL in developing or increasing staff for Title I projects. Code: 1=~~none~~, ~~2~~=little, 3=some, 4=very.

1	2	3	4	
12	10	18	17	A. In-service training of current staff.

37	7	7	5	B. Extend time of current staff.
27	7	11	12	a. Before school
36	8	5	4	b. After school
40	7	5	3	c. Evenings
33	3	7	17	d. Saturdays
19	--	2	1	e. Summer school
				f. Other (Specify)_____

22	3	12	23	C. Extension of Staff
39	6	8	3	a. Use of lay persons as teacher aides or in assignments which do not require certified personnel
49	2	1	--	b. Use of non-educational professional persons
29	5	8	11	c. Recruitment of social workers
45	3	1	5	d. Recruitment of new teachers
18	--	--	2	e. Recruitment of teachers who had dropped out of the teaching profession
				f. Other (Specify)_____

8. MEASURING INSTRUMENTS

The most prevalently used instruments for each grade level are as follows:

(a) Pre-Kindergarten/ Kindergarten

None listed

(b) Grades 1 - 3

Stanford Achievement - Form W

Metropolitan Achievement - Form C

Metropolitan Reading Readiness - Form A - Form R

California Test of Mental Maturity - Form 1H

Metropolitan Elementary Reading Test - Form A

California Achievement Test - Form W and Y

Gates Reading Test

(c) Grades 4 - 6

Stanford Achievement - Form W - Form K

Metropolitan Reading Test - Forms A, AM

Metropolitan Achievement - Form B

California Achievement Test - Form W

California Mental Maturity - Form 2

(d) Grades 7 - 9

Stanford Achievement - Form W

Iowa Tests of Educational Development - Form X-3S - Form X-4S

Academic Promise Test - Form A

Stanford Reading Test - Forms W, JM

California Mental Maturity - Form 2H

Metropolitan Achievement - Form B
California Achievement Test - Form W, X

(e) Grades 10 - 12

Iowa Tests of Educational Development - Form X-3S - Form X-4S

D. A. T. Verbal

D. A. T. Numerical

Cooperative English Test 2B

9. ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS

See Part II, Item 5.

10. GENERAL ANALYSIS OF TITLE I

GROUP A

Please generalize about the effectiveness of Title I in the following areas using the following rating scale numbers: 1=no positive change, 2=little positive change, 3=some positive change, 4=considerable positive change. Check (/) the appropriate square.

1	2	3	4	
1	1	8	7	a. Educational opportunities
1	0	10	6	b. Educational experiences
1	4	7	4	c. Educational achievement
1	1	8	6	d. General attitude toward education

CONCERNING CHILDREN

Using the same rating scale, indicate whether the project had any effect CONCERNING TEACHERS.

1	0	9	7	a. Attitude
1	1	10	5	b. Behavior with disadvantaged children
1	1	7	8	c. Method of approach with disadvantaged children

Using the same rating scale, indicate the effectiveness of Title I concerning the MEMBERS OF THE COMMUNITY.

1	3	7	6	a. Attitude toward educational opportunities
1	3	7	6	b. Attitude toward educational experiences
1	2	7	7	c. Attitude toward educational achievement
1	5	6	5	d. Attitude toward disadvantaged children

GROUP B

Please generalize about the effectiveness of Title I in the following areas using the following rating scale numbers: 1=no positive change, 2=little positive change, 3=some positive change, 4=considerable positive change. Check (/) the appropriate square.

1	2	3	4
			2
			2
	2		
	2		

CONCERNING CHILDREN

a. Educational opportunities
b. Educational experiences
c. Educational achievement
d. General attitude toward education

Using the same rating scale, indicate whether the project had any effect CONCERNING TEACHERS.

			2
	2		
	2		

a. Attitude
b. Behavior with disadvantaged children
c. Method of approach with disadvantaged children

Using the same rating scale, indicate the effectiveness of Title I concerning the MEMBERS OF THE COMMUNITY.

		2	
		2	
		2	
		2	

a. Attitude toward educational opportunities
b. Attitude toward educational experiences
c. Attitude toward educational achievement
d. Attitude toward disadvantaged children

GROUP C

Please generalize about the effectiveness of Title I in the following areas using the following rating scale numbers: 1=no positive change, 2=little positive change, 3=some positive change, 4=considerable positive change. Check (/) the appropriate square.

1	2	3	4
	1	3	5
	1	1	9
	1	9	1
		9	20

CONCERNING CHILDREN

a. Educational opportunities
b. Educational experiences
c. Educational achievement
d. General attitude toward education

Using the same rating scale, indicate whether the project had any effect CONCERNING TEACHERS.

	2	6	5
	1	9	2
	1	6	5

a. Attitude
b. Behavior with disadvantaged children
c. Method of approach with disadvantaged children

Using the same rating scale, indicate the effectiveness of Title I concerning the MEMBERS OF THE COMMUNITY.

	2	5	3
	2	4	4
	1	5	2
	2	8	

a. Attitude toward educational opportunities
b. Attitude toward educational experiences
c. Attitude toward educational achievement
d. Attitude toward disadvantaged children

GROUP D

Please generalize about the effectiveness of Title I in the following areas using the following rating scale numbers: 1=no positive change, 2=little positive change, 3=some positive change, 4=considerable positive change. Check (/) the appropriate square.

1	2	3	4
2	2	23	16
2	2	18	21
1	10	27	5
1	5	23	14

CONCERNING CHILDREN

a. Educational opportunities
b. Educational experiences
c. Educational achievement
d. General attitude toward education

Using the same rating scale, indicate whether the project had any effect CONCERNING TEACHERS.

--	3	16	24
1	6	17	19
2	5	19	17

a. Attitude
b. Behavior with disadvantaged children
c. Method of approach with disadvantaged children

Using the same rating scale, indicate the effectiveness of Title I concerning the MEMBERS OF THE COMMUNITY.

3	7	21	12
3	5	23	12
4	8	20	11
3	9	18	13

a. Attitude toward educational opportunities
b. Attitude toward educational experiences
c. Attitude toward educational achievement
d. Attitude toward disadvantaged children

GROUP E

Please generalize about the effectiveness of Title I in the following areas using the following rating scale numbers: 1=no positive change, 2=little positive change, 3=some positive change, 4=considerable positive change. Check (/) the appropriate square.

1	2	3	4
1	7	25	34
--	4	27	34
1	15	33	18
--	9	32	24

CONCERNING CHILDREN

a. Educational opportunities
b. Educational experiences
c. Educational achievement
d. General attitude toward education

Using the same rating scale, indicate whether the project had any effect CONCERNING TEACHERS.

--	5	30	26
--	7	37	20
--	7	28	27

a. Attitude
b. Behavior with disadvantaged children
c. Method of approach with disadvantaged children

Using the same rating scale, indicate the effectiveness of Title I concerning the MEMBERS OF THE COMMUNITY.

3	16	31	15
3	9	39	14
3	17	32	12
7	20	27	11

a. Attitude toward educational opportunities
b. Attitude toward educational experiences
c. Attitude toward educational achievement
d. Attitude toward disadvantaged children

TABLE I

GROUP A

PART III TABULAR DATA

Instructions: This section includes several two-way tables which should be adapted and completed by each district. Follow the specific instructions for each table.

TABLE I - - For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

	Projects in: Skill Development Subjects					Projects in: Attitudinal & Behavioral Development				
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures										
1. Standardized Tests & Inventories		4	4	7	3					
a. Achievement	2	14	14	18	5	1	3	3	2	1
b. Intelligence	2	12	12	12		1	2	3	2	
c. Aptitude		1	1	4	1			1	1	
d. Interest				2	1		2	2		
e. Attitude							1	1		
f. Others (Specify)		1								
2. Other Tests		2	1	1						
a. Locally Devised Tests	1	6	4	8	3	1	2	1	1	
b. Teacher Made Tests	1	7	8	8	2		2	3	3	1
c. Others (Specify)										
3. Other Measures										
a. Teacher Ratings	3	8	7	7	1	1	4	3	3	1
b. Anecdotal Records	3	6	5	6	1	1	4	3	4	1
c. Observer Reports	3	8	7	8			3	2	3	
d. Others (Specify)										1

GROUP B--

PART III TABULAR DATA

Instructions: This section includes several two-way tables which should be adapted and completed by each district. Follow the specific instructions for each table.

TABLE I - - For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

	Projects in: Skill Development Subjects					Projects in: Attitudinal & Behavioral Development				
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures 1. Standardized Tests & Inventories			1	2	2		1	1	2	2
a. Achievement			1				1	1		
b. Intelligence										
c. Aptitude										
d. Interest										
e. Attitude										
f. Others (Specify)										
2. Other Tests		1	1	2	2		1	1	2	2
a. Locally Devised Tests		1	1	2	2		1	1	2	2
b. Teacher Made Tests		1	1	2	2		1	1	2	2
c. Others (Specify)										
3. Other Measures										
a. Teacher Ratings		1	1	2	2		1	1	2	2
b. Anecdotal Records		1	1	2	2		1	1	2	2
c. Observer Reports		1	1	2	2		1	1	2	2
d. Others (Specify)										

GROUP C

PART III TABULAR DATA

Instructions: This section includes several two-way tables which should be adapted and completed by each district. Follow the specific instructions for each table.

TABLE I - - For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

	Projects in: Skill Development Subjects					Projects in: Attitudinal & Behavioral Development				
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures										
1. Standardized Tests & Inventories	1	4	3	4	2					
a. Achievement		3	3	4	2		1		1	1
b. Intelligence		2	2	3	1					
c. Aptitude							4	4	1	1
d. Interest				1	1		1	1	2	2
e. Attitude		1	1	1				1	1	1
f. Others (Specify)										
2. Other Tests										
a. Locally Devised Tests				1	1				1	1
b. Teacher Made Tests	1	2	2	3	1				1	1
c. Others (Specify)										
3. Other Measures										
a. Teacher Ratings	1	2	2	3	2	1	5	3	2	1
b. Anecdotal Records	1	2	2	3	1	1	1	1	2	1
c. Observer Reports	1	2	2	3	2	1	1	1	2	1
d. Others (Specify)						1	1	1	1	

GROUP D

PART III TABULAR DATA

Instructions: This section includes several two-way tables which should be adapted and completed by each district. Follow the specific instructions for each table.

TABLE I - - For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

	Projects in: Skill Development Subjects					Projects in: Attitudinal & Behavioral Development				
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures 1. Standardized Tests & Inventories	-0-	3	3	5	4	-0-	-0-	-0-	4	4
a. Achievement	2	21	24	37	16	1	1	1	4	4
b. Intelligence	1	12	13	24	14	-0-	1	1	3	2
c. Aptitude	1	1	1	16	15	-0-	-0-	-0-	3	2
d. Interest	-0-	-0-	-0-	7	8	1	-0-	-0-	2	1
e. Attitude	-0-	-0-	-0-	7	6	-0-	1	1	2	1
f. Others (Specify)	1	5	4	4	2	-0-	-0-	-0-	-0-	1
2. Other Tests	-0-	-0-	-0-	4	4	-0-	-0-	-0-	2	2
a. Locally Devised Tests	1	2	4	4	6	1	1	2	2	2
b. Teacher Made Tests	9	15	16	27	24	2	1	2	4	4
c. Others (Specify)	-0-	1	1	1	-0-	-0-	1	1	1	-0-
3. Other Measures	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
a. Teacher Ratings	8	16	17	21	13	4	7	9	14	10
b. Anecdotal Records	3	7	8	8	4	2	3	6	8	5
c. Observer Reports	3	7	7	9	7	2	4	5	11	9
d. Others (Specify)	1	3	3	4	2	-0-	-0-	-0-	-0-	-0-

1F Autobiographies
Diagnostic 1
Readiness
Reading
Behavioral Research Laboratories Test
Reading Diagnostic

2 (Other Tests) Vocational teacher rating scales
C - Gates Reading Survey. Form T.
3D Cumulative records
Dr. Hearn's Test for establishing IRL
Library Circulation

GROUP E

PART III TABULAR DATA

Instructions: This section includes several two-way tables which should be adapted and completed by each district. Follow the specific instructions for each table.

TABLE I - - For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

	Projects in: Skill Development Subjects					Projects in: Attitudinal & Behavioral Development				
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures										
1. Standardized Tests & Inventories	2	5	18	5	3	-0-	1	1	1	-0-
a. Achievement	4	37	48	54	21	-0-	5	5	8	4
b. Intelligence	2	20	22	24	10	-0-	3	3	5	2
c. Aptitude	-0-	1	5	4	8	1	2	2	4	2
d. Interest	1	1	4	-0-	5	-0-	1	1	1	-0-
e. Attitude	-0-	1	1	2	-0-	-0-	-0-	-0-	1	1
f. Others (Specify)	-0-	1	1	1	-0-	-0-	2	4	4	-0-
2. Other Tests	-0-	3	4	3	2	-0-	1	1	2	1
a. Locally Devised Tests	1	4	13	10	6	-0-	7	7	9	2
b. Teacher Made Tests	6	43	44	46	18	1	11	11	14	4
c. Others (Specify)	1	1	1	2	-0-	1	1	1	-0-	-0-
3. Other Measures	-0-	1	1	1	-0-	-0-	1	1	1	-0-
a. Teacher Ratings	6	42	49	55	14	4	21	22	23	12
b. Anecdotal Records	3	7	10	13	6	1	8	12	12	6
c. Observer Reports	5	23	23	29	12	3	16	19	24	1
d. Others (Specify)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

1. D. Personal Interview
1. E. Personal Interview
1. F. (4H - Christmas Programs)
(Graduation Programs)

READING
Diagnostic -- Reading Readiness
Visual & Auditing discrimination (Individual)

2. (Other tests) Verbal opposites
b. Phonetic
2. C. Psychometric Test
Detroit Verbal Opposites
Ginn Company Reading Readiness

TABLE II

GROUP A

DIRECTIONS:

Column A--Select the objectives that were part of your project and place the PROJECT NUMBERS next to the objectives of the project.

Column B--Using the following code, indicate the amount of PROGRESS achieved toward the objective. Code: 1=none, 2=little, 3=some, 4=great.

Column C--Using the following code, indicate the GRADE LEVEL of the children who correspond to the objectives of the project. Code: K=Kindergarten or pre-first grade, P=Primary grades 1-3, M=Middle grades 4-6, J=Junior High Grades 7-9, S=Secondary grades 10-12.

Column A Project Number	Column B Progress Rating	Column C Grade Level
2	- 1 1 1	2 2 1 0 1
8	1 0 2 6	6 5 0 0 0
12	- 3 1 3 2	2 10 6 4 1
19	- 1 7 1	1 6 9 1 3
12	- 1 8 2	0 6 6 8 2
21	- 1 11 5	1 14 [illegible] 3
20	- 1 11 3	2 [illegible] 3
16	- 2 9 3	2 [illegible] 3
17	- 2 8 1	2 [illegible] 3
5	- 3 1 0	2 3 3 3 2
13	- 1 8 2	2 7 9 9 2
11	- 3 4 0	1 3 3 5 1
9	- 2 4 1	3 6 6 7 1
7	-- 2 2 2	2 3 4 6 1
3	- 1 1 1	3 2
No.	1 2 3 4	K P M J S

Objectives

1. Improve nutritional level
2. Improve first grade readiness
3. Improve speech
4. Improve chances of remaining in school
5. To increase arithmetic skills
6. To increase reading skills
7. To improve communications skills (reading, writing, speaking, listening)
8. To improve attitude toward self
9. To increase aspirations
10. To improve health
11. To improve study skills
12. To increase understanding and facility for the world of work
13. To increase social skills
14. To develop appreciation for the arts
15. Other (Specify)_____

_____

_____

_____

Using the following categories rate the effectiveness of the methods which were USED to accomplish the objectives of this project: 1=none, 2=little, 3=some, 4=considerable.

RATE ONLY THOSE METHODS WHICH WERE USED.

1	2	3	4		
3	0	2	-	(1)	After School study center
-	2	2	-	(2)	Art exhibits and/or music concerts
0	0	4	2	(3)	Art instruction
-	-	6	10	(4)	Audio-visual aids
1	-	9	2	(5)	Counseling--Individual group
-	-	4	9	(6)	Diagnostic services
1	-	3	6	(7)	Extend library services
0	1	3	5	(8)	Field trips
2	1	1	1	(9)	Food services
1	3	1	1	(10)	Health education
1	3	-	2	(11)	Health examinations and services
1	3	3	2	(12)	Home visits
-	1	6	8	(13)	In-service training of teachers
-	1	4	3	(14)	Instruction--Individualized
-	-	4	8		Small groups
1	-	2	-		Large lecture groups
-	1	-	1		Television
-	-	5	1	(15)	Music instruction
1	1	2	5	(16)	Pre-school instruction
1	-	3	2	(17)	Recreation
1	-	4	2	(18)	Reduce class size
1	-	3	1	(19)	Self pacing by student
1	-	4	6	(20)	Special grouping
1	-	5	10	(21)	Teacher aides
2	1			(22)	Team teaching
1	1		1	(23)	Tutorial arrangements
1	-	1	1	(24)	Vocational education
11	-	11	1	(25)	Work-study programs
				(26)	Other (Specify)_____

_____

_____

GROUP B

DIRECTIONS:

Column A--Select the objectives that were part of your project and place the PROJECT NUMBERS next to the objectives of the project.

Column B--Using the following code, indicate the amount of PROGRESS achieved toward the objective. Code: 1=none, 2=little, 3=some, 4=great.

Column C--Using the following code, indicate the GRADE LEVEL of the children who correspond to the objectives of the project. Code: K=Kindergarten or pre-first grade, P=Primary grades 1-3, M=Middle grades 4-6, J=Junior High Grades 7-9, S=Secondary grades 10-12.

Column A Project Number	Column B Progress Rating				Column C Grade Level					Objectives
										1. Improve nutritional level
										2. Improve first grade readiness
		1								3. Improve speech
1		1		1				1	1	4. Improve chances of remaining in school
1			1	1				1	1	5. To increase arithmetic skills
2				2				1	1	6. To increase reading skills
2			1	1				1	1	7. To improve communications skills (reading, writing, speaking, listening)
1		1		1				1	1	8. To improve attitude toward self
1				1				1	1	9. To increase aspirations
										10. To improve health
1			1	1				1	1	11. To improve study skills
1		1		1				1	1	12. To increase understanding and facility for the world of work
										13. To increase social skills
		1								14. To develop appreciation for the arts
										15. Other (Specify)_____
No.	1	2	3	4	K	P	M	J	S	_____
										_____
										_____

Using the following categories rate the effectiveness of the methods which were USED to accomplish the objectives of this project: 1=none, 2=little, 3=some, 4=considerable.

RATE ONLY THOSE METHODS WHICH WERE USED.

1	2	3	4		
			2	(1)	After School study center
		1	1	(2)	Art exhibits and/or music concerts
			2	(3)	Art instruction
	1	1	1	(4)	Audio-visual aids
	1	1		(5)	Counseling--Individual group
	1		1	(6)	Diagnostic services
	1		1	(7)	Extend library services
2				(8)	Field trips
2				(9)	Food services
2				(10)	Health education
1	1			(11)	Health examinations and services
1		1		(12)	Home visits
	1		1	(13)	In-service training of teachers
			1	(14)	Instruction--Individualized
			2		Small groups
2					Large lecture groups
1		1			Television
1			1	(15)	Music instruction
2				(16)	Pre-school instruction
1	1			(17)	Recreation
	1		1	(18)	Reduce class size
	1		1	(19)	Self pacing by student
			2	(20)	Special grouping
	1		1	(21)	Teacher aides
1	1			(22)	Team teaching
1		1		(23)	Tutorial arrangements
2				(24)	Vocational education
2				(25)	Work-study programs
1				(26)	Other (Specify)_____

_____

_____

GROUP C

DIRECTIONS:

Column A--Select the objectives that were part of your project and place the PROJECT NUMBERS next to the objectives of the project.

Column B--Using the following code, indicate the amount of PROGRESS achieved toward the objective. Code: 1=none, 2=little, 3=some, 4=great.

Column C--Using the following code, indicate the GRADE LEVEL of the children who correspond to the objectives of the project. Code: K=Kindergarten or pre-first grade, P=Primary grades 1-3, M=Middle grades 4-6, J=Junior High Grades 7-9, S=Secondary grades 10-12.

Column A Project Number	Column B Progress Rating	Column C Grade Level
1	4	2 4 2
2	2 2	4 1
3	6 1	1 5 3 3 2
7	2 8 1	3 2 4 6 4
1	3 1	1 1 2 2
5	4 8	1 7 5 8 7
4	4 6	4 3 1 4 4
4	10	2 5 6 4 3
7	1 5	1 3 2 2
4	4	3 4 4 3 1
2	8	4 4 5 4
2	4	2 2 2 1
4	1 3 1	4 5 5 3 2
2	1 1	1 2
1	1 2 1	1 2 3
No.	1 2 3 4	K P M J S

Objectives

1. Improve nutritional level
2. Improve first grade readiness
3. Improve speech
4. Improve chances of remaining in school
5. To increase arithmetic skills
6. To increase reading skills
7. To improve communications skills (reading, writing, speaking, listening)
8. To improve attitude toward self
9. To increase aspirations
10. To improve health
11. To improve study skills
12. To increase understanding and facility for the world of work
13. To increase social skills
14. To develop appreciation for the arts
15. Other (Specify)_____

Using the following categories rate the effectiveness of the methods which were USED to accomplish the objectives of this project: 1=none, 2=little, 3=some, 4=considerable.

RATE ONLY THOSE METHODS WHICH WERE USED.

1	2	3	4		
		3		(1)	After School study center
	1		2	(2)	Art exhibits and/or music concerts
	1	1	1	(3)	Art instruction
	1	4	4	(4)	Audio-visual aids
	1	3	4	(5)	Counseling--Individual group
	1	5	4	(6)	Diagnostic services
	1		6	(7)	Extend library services
	1	2	2	(8)	Field trips
		2	2	(9)	Food services
	1	4	1	(10)	Health education
		5	1	(11)	Health examinations and services
	1	4	3	(12)	Home visits
	2	3	2	(13)	In-service training of teachers
		1	5	(14)	Instruction--Individualized
		1	7		Small groups
	1		2		Large lecture groups
					Television
	1	1	2	(15)	Music instruction
			4	(16)	Pre-school instruction
	1	1		(17)	Recreation
	2	3	1	(18)	Reduce class size
	1	4	2	(19)	Self pacing by student
	1	4	3	(20)	Special grouping
		2	6	(21)	Teacher aides
		2	2	(22)	Team teaching
		2		(23)	Tutorial arrangements
		1		(24)	Vocational education
		1	1	(25)	Work-study programs
2				(26)	Other (Specify)_____

_____

_____

GROUP D

DIRECTIONS:

Column A--Select the objectives that were part of your project and place the PROJECT NUMBERS next to the objectives of the project.

Column B--Using the following code, indicate the amount of PROGRESS achieved toward the objective. Code: 1=none, 2=little, 3=some, 4=great.

Column C--Using the following code, indicate the GRADE LEVEL of the children who correspond to the objectives of the project. Code: K=Kindergarten or pre-first grade, P=Primary grades 1-3, M=Middle grades 4-6, J=Junior High Grades 7-9, S=Secondary grades 10-12.

Column A Project Number	Column B Progress Rating	Column C Grade Level	Objectives
7	2 5 10	2 4 5 4 2	1. Improve nutritional level
10	1 4 5	6 5 1 1	2. Improve first grade readiness
18	2 13 3	4 12 12 12 6	3. Improve speech
29	2 19 8	1 4 5 12 9	4. Improve chances of remaining in school
19	4 13 2	1 9 9 3 5	5. To increase arithmetic skills
37	1 24 12	1 9 21 24 17	6. To increase reading skills
38	3 9 6	3 20 23 9 17	7. To improve communications skills (reading, writing, speaking, listening)
24	1 21 2	1 6 11 12 11	8. To improve attitude toward self
22	2 18 2	1 5 7 6 10	9. To increase aspirations
18	5 10 3	4 9 9 11 5	10. To improve health
29	2 24 3	1 10 15 21 13	11. To improve study skills
18	3 11 4	3 3 4 7	12. To increase understanding and facility for the world of work
19	5 10 4	1 7 10 3 5	13. To increase social skills
17	3 10 4	1 6 7 12 4	14. To develop appreciation for the arts
1	1	1 1	15. Other (Specify)_____
No.	1 2 3 4	K P M J S	

Using the following categories rate the effectiveness of the methods which were USED to accomplish the objectives of this project: 1=none, 2=little, 3=some, 4=considerable.

RATE ONLY THOSE METHODS WHICH WERE USED.

1	2	3	4		
6	3	1	4	(1)	After School study center
6	3	5	--	(2)	Art exhibits and/or music concerts
7	1	2	4	(3)	Art instruction
--	--	11	27	(4)	Audio-visual aids
1	6	8	8	(5)	Counseling--Individual group
2	2	12	6	(6)	Diagnostic services
2	3	11	15	(7)	Extend library services
8	1	5	5	(8)	Field trips
7	2	4	3	(9)	Food services
2	5	7	2	(10)	Health education
5	2	9	3	(11)	Health examinations and services
4	5	7	--	(12)	Home visits
2	3	14	9	(13)	In-service training of teachers
2	1	11	8	(14)	Instruction--Individualized
--	2	7	10		Small groups
6	1	2	--		Large lecture groups
7	--	--	1		Television
5	4	6	1	(15)	Music instruction
8	1	--	6	(16)	Pre-school instruction
7	--	6	3	(17)	Recreation
4	1	8	13	(18)	Reduce class size
5	5	4	2	(19)	Self pacing by student
1	3	8	9	(20)	Special grouping
4	3	7	13	(21)	Teacher aides
7	3	2	1	(22)	Team teaching
9	1	4	--	(23)	Tutorial arrangements
6	2	3	3	(24)	Vocational education
6	2	3	2	(25)	Work-study programs
3	--	1	2	(26)	Other (Specify)_____

_____

_____

GROUP E

DIRECTIONS:

Column A--Select the objectives that were part of your project and place the PROJECT NUMBERS next to the objectives of the project.

Column B--Using the following code, indicate the amount of PROGRESS achieved toward the objective. Code: 1=none, 2=little, 3=some, 4=great.

Column C--Using the following code, indicate the GRADE LEVEL of the children who correspond to the objectives of the project. Code: K=Kindergarten or pre-first grade, P=Primary grades 1-3, M=Middle grades 4-6, J=Junior High Grades 7-9, S=Secondary grades 10-12.

Column A Project Number	Column B Progress Rating				Column C Grade Level					Objectives
10	2	2	4	2	2	2	2	3	1	1. Improve nutritional level
18	2	1	3	3	1	1	4	5	1	2. Improve first grade readiness
33	2	3	13	6	2	3	19	21	6	3. Improve speech
46	-	5	33	8	1	4	23	6	14	4. Improve chances of remaining in school
24	-	6	15	3	2	6	19	11	2	5. To increase arithmetic skills
56	1	9	39	17	5	34	41	4	12	6. To increase reading skills
54	-	10	24	20	4	3	33	43	13	7. To improve communications skills (reading, writing, speaking, listening)
45	-	12	22	11	4	3	3	3	12	8. To improve attitude toward self
39	-	14	16	9	-	1	3	3	11	9. To increase aspirations
14	-	4	9	1	2	1	1	1	3	10. To improve health
34	-	9	32	8	2	3	3	3	14	11. To improve study skills
29	2	8	12	7	1	2	5	3	11	12. To increase understanding and facility for the world of work
26	2	6	15	3	1	1	3	2	1	13. To increase social skills
23	3	1	13	7	1	1	5	1	6	14. To develop appreciation for the arts
7	2	1	3	1	1	1	1	1	1	15. Other (Specify)_____
No.	1	2	3	4	K	P	M	J	S	

Using the following categories rate the effectiveness of the methods which were USED to accomplish the objectives of this project: 1=none, 2=little, 3=some, 4=considerable.

RATE ONLY THOSE METHODS WHICH WERE USED.

1	2	3	4		
14	1	4	4	(1)	After School study center
12	--	8	4	(2)	Art exhibits and/or music concerts
8	4	11	7	(3)	Art instruction
--	--	14	43	(4)	Audio-visual aids
5	7	21	5	(5)	Counseling--Individual group
9	4	9	8	(6)	Diagnostic services
1	4	13	28	(7)	Extend library services
4	5	14	11	(8)	Field trips
11	4	4	6	(9)	Food services
11	6	7	5	(10)	Health education
11	2	7	5	(11)	Health examinations and services
14	5	5	1	(12)	Home visits
6	8	18	10	(13)	In-service training of teachers
2	2	10	21	(14)	Instruction--Individualized
--	3	11	24		Small groups
11	4	4	2		Large lecture groups
18	1	--	--		Television
7	5	11	7	(15)	Music instruction
17	1	1	4	(16)	Pre-school instruction
9	5	12	3	(17)	Recreation
9	3	8	16	(18)	Reduce class size
4	6	17	6	(19)	Self pacing by student
3	6	10	18	(20)	Special grouping
2	3	10	26	(21)	Teacher aides
14	2	2	4	(22)	Team teaching
15	1	5	2	(23)	Tutorial arrangements
15	--	4	2	(24)	Vocational education
11	1	7	2	(25)	Work-study programs
10	--	1	--	(26)	Other (Specify)_____

_____

_____

TABLE III

Information regarding average daily attendance and average daily membership rates are not presently available.

TABLE IV

Information regarding estimated dropout rates is not presently available. School calendars in Arizona are not set up to give the data in the requested form. Few districts attempted to provide this information, therefore the only data available is considered invalid.

TABLE V

Information regarding dropout rates (holding power) for Title I project schools compared with non-Title I schools is not presently available.

TABLE VI

Information regarding percentage of students in Title I Project High Schools continuing education beyond high school compared with state norm not presently available.

TABLE VII

Information regarding the results of tests in skill subjects not presently available. Test results from individual schools are being included for your information.